DOCUMENT RESUME

ED 158 045 CE 017 496

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TITLE Kentucky Consumer & Homemaking Education. Appendix for Curriculum Guide.
INSTITUTION Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Kentucky Univ., Lexington. Instructional Materials Lab.
PUB DATE [72]
NOTE 96p.; For related documents see CE 017 459-460 and CE 017 497-506

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Check Lists; Child Development; *Classroom Materials; Clothing; *Consumer Economics; Curriculum Guides; Educational Games; Family (Sociological Unit); Family Management; Food; *Home Economics; *Homemaking Skills; Home Management; Housing; Individual Development; *Instructional Aids; Learning Activities; Nutrition; Secondary Education; Skits; Worksheets
IDENTIFIERS Kentucky

ABSTRACT

As the appendix for a series of curriculum guides for consumer and homemaking education on the secondary level in Kentucky, this booklet contains instructional activities for classroom use in conjunction with the units in the comprehensive curriculum guides. Included are games, puzzles, skits, quizzes, survey forms, checklists, and review sheets in the areas of child development, clothing and textiles, food and nutrition, housing, management, and personal and family development. The largest section is devoted to food and nutrition on the comprehensive I and II levels (senior high school). Since the instructional activities for the semester courses in this series are provided in their own curriculum guides, they are not included here. (ELG)

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KENTUCKY CONSUMER & HOMEMAKING EDUCATION

Appendix

for

CURRICULUM GUIDE

Prepared by
University of Kentucky
Instructional Materials Laboratory
Department of Vocational Education
Lexington, Kentucky

In Cooperation with
Kentucky Department of Education
Bureau of Vocational Education
Home Economics Unit
Frankfort, Kentucky

CE017496

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Unit for Dissemination
Office of Communication Service
Kentucky Dept. of Education

TABLE OF CONTENTS

	Page
Appendix A	1
Appendix B	2
Appendix C	3
Appendix D	4
Appendix E	5
Appendix F	7
Appendix G	11
Appendix H	12
Appendix I	16
Appendix J	19
Appendix K	20
Appendix L	23
Appendix M	25
Appendix N	27
Appendix O	29
Appendix P	35
Appendix Q	36
Appendix R	40
Appendix S	44
Appendix T	45
Appendix U	46
Appendix V	47
Appendix W	48
Appendix X	50
Appendix Y	51
Appendix Z	52
Appendix AA	53
Appendix BB	54
Appendix CC	55
Appendix DD	57
Appendix EE	62
Appendix FF	63
Appendix GG	65
Appendix HH	66
Appendix II	67
Appendix JJ	68
Appendix KK	69
Appendix LL	70
Appendix MM	71
Appendix NN	72
Appendix OO	74
Appendix PP	77
Appendix QQ	78
Appendix RR	79
Appendix SS	80
Appendix TT	81

Page

Appendix UU 84
Appendix VV 85
Appendix WW 86
Appendix XX 87
Appendix YY 88
Appendix ZZ 89
Appendix AAA 90

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NAME _____

HOW DO YOU FEEL ABOUT CHILDREN?

Please answer all questions by placing a check in the column which most accurately describes how you feel about children.

DO YOU:	YES	NO	SOMETIMES	DON'T KNOW
1. like to play with little children?				
2. think children have lots of energy?				
3. think children break almost everything they touch?				
4. think children are naturally mischievous?				
5. think children are basically good?				
6. think it's hard to be patient with children?				
7. think all children are different?				
8. like to help little children?				
9. think you should let a child try to do a few things for himself?				
10. think "children should be seen and not heard"?				
11. think children should eat and sleep according to schedule?				
12. think it best to give a child what he wants to keep him quiet?				
13. think you should spank a child to make him mind?				
14. think children should play by themselves most of the time?				
15. think a quiet child is a good child?				
16. think you have to watch a child every minute?				
17. think children always want to "tag along"?				
18. think children get on your nerves?				

adaption by Helen Bishop

CHILD DEVELOPMENT CHART

Area of Development	Characteristics of toddlers	The Role of Babysitter
PHYSICAL	Strong drive to use large muscles in running, jumping, climbing	Do not let child hurt himself or others
	Learning to use small muscles in eating, dressing, manipulating toys	Teach him how to eat, dress, operate toys
EMOTIONAL	Uncontrolled emotions	Understand child's feelings
	Developing an attitude toward self	Praise rather than criticize
	Wants to be independent	Avoid doing everything for the child
SOCIAL	Becoming aware of other children and adults	Help him to get acquainted with others
	Imitates others	Set good example for him to follow
INTELLECTUAL	Learning names of objects	Teach him names of objects
	Learning to pronounce words from sentences	Read to him and speak clearly
	Learning how things work	Teach him to push the right buttons

--Helen Bishop

Marjorie S. Stewart

IT COULD HAPPEN TO YOU

Hello...my name is Mary Jones...of course, that isn't really my name. Mrs. Taylor, the housemother, asked me to talk to you. I'm in a home for unwed mothers. I guess Mrs. Taylor asked me to talk to you because I said a couple of weeks ago if only I could talk to high school girls and help them to see how things really are...maybe I could help keep them from being in the boat I'm in right now.

I've been here three months and the doctor, who is wonderful to me, says the baby will come in about two weeks. It has been such a long wait...so long since the beginning.

The beginning...maybe I should go back...back to when I first met Johnny. I knew he was considered fast and he was older than me, but I was crazy about him and flattered when he asked me out. Before long we were going steady and I was the happiest girl in the whole world. My folks really weren't too happy. I just wanted to be with him all the time and it was about that way.

I really didn't want to go all the way...it just happened and I was afraid I'd lose Johnny if I didn't do what he wanted. Besides I thought he loved me and I knew I loved him. When I first thought I was pregnant, I couldn't believe it. He wouldn't either and kept saying let's wait...maybe it is just a false alarm.

It seems that he changed then...he began accusing me of seeing other boys...and then he came around less often and finally...he stopped altogether. He left town and I was frantic. Finally, I had to tell my folks. This is what hurts me most now...the fact that I hurt them. They were heartbroken but they have stood by me and have been wonderful. They could have made Johnny marry me, but I didn't want him then...not if he didn't want me.

If only I had known...known that boys may just want satisfaction, but a girl is looking for love. I was so sure this couldn't happen to me. That is what all the girls here say. They are such nice girls...just like me in so many ways, but so sad and so lonely. This is supposed to be the most wonderful experience in the world...having a baby...supposedly to share with the one you love instead of keeping it all inside.

I had been so sure of myself, but now I'm not sure of anything except that it won't happen again. I don't know what the future holds and it is going to be a long hard pull to take up again where I left off...I will never be the same again. But I'm determined that someday I will meet the right guy and he won't want me like Johnny did, but will be willing to wait for marriage. I can wait.

Put on tape for best effect

Helen Bishop

Dear _____,

I have your daughter, _____, enrolled in my Comprehensive Consumer and Homemaking II class this year.

We are getting ready to begin a unit in Child Development, in which we start out by studying human reproduction, conception, and methods of contraception. The materials that I use in teaching this were furnished by our local Health Department.

I would like for you to indicate in the space provided below whether or not you approve of your daughter studying about the different types of contraceptive devices at school. If you do not feel she should be exposed to this type of information away from home, she may work on a class assignment in the library during this part of our discussion and her grades will not suffer as a consequence.

If you would like more information on what we intend to cover in class, please feel free to call me here at school _____ or at my home _____ and I will be glad to explain further. You are welcome to preview the film and book that will be used in class. Or if you would like to sit in on these lessons here at school, feel free to do so.

Please sign one of the blank spaces below and have your daughter return this letter to me by _____. Thank you. Your comments will be appreciated.

Sincerely yours,

Homemaking Teacher

_____Yes, my daughter has my permission to study birth control at school.

_____

_____No, I do not want my daughter to study birth control at school.

_____

WHAT AM I?*

Lois Guebert
Workshop Participant
University of Illinois

Preparation required: On slips of paper (for all students in the group) write the name (or paste a picture) of a tool or piece of small sewing equipment and attach to students' backs without their seeing them. Have appropriate resources available for reference.

Rules of play: One student shows his back to the class and then asks questions to try to find out what tool or equipment he represents. Questions must be answerable by yes or no, and class members take turns answering.

Each member receives one point for each correct answer given (as determined by teacher or a panel of judges) and the student who is "It" receives 20 points minus the number of questions he must ask to find out who he is.

Students take turns being "It". Score cards may be provided to add interest.

The process of inquiry may be emphasized as the quality of the questions is analyzed. Additional rules may be imposed to direct the questioning or to increase the difficulty of the game. Participants may or may not be permitted to use references to answer questions, according to the lesson objectives.

Alternate procedure: Three students could be "It" at once and questions could ask for comparisons, e.g., Am I used primarily at the sewing machine, more so than Susie? (Each "It" would see the backs of the other two.)

*This game was originally planned for the Food and Nutrition area. However, many areas are applicable.

CHART FOR DETERMINING NECESSARY ALTERATIONS*

Directions:

1. Record your measurements in Column I. (Buy pattern closest to the bust measurement).
2. Add the amount of ease needed (Column II) to Column I to get total amoung needed in Column III.
3. Take all measurements on the actual paper pattern and record in Column IV.
4. Compare measurements to Column III and Column IV and record the difference in Column V–indicating either plus or minus. Alter as needed.

*Prepared by Charlotte Bennett, Department of Textiles, Clothing, and Merchandising, University of Kentucky.

NAME _____

PARTNER _____

	I	II	III	IV	V
	Your Measurements	Ease Needed	Total Amount Needed	Pattern Measurement	Alteration Needed For
Bust, fullest part		3" *2-4"			
**High bust					
Waist line		1" *½-1"			
Hip, fullest 3" below waist 7" below waist		2" *1-½" -2-½" 2"			
***Shoulder					
Center back (from string at neck to waistline)					
Center front (from the hollow of neck to waist)					
Skirt length		3-4" Hem Allow.			

*Bishop

**Above bust snugly under arms and straight across back. If this measurement is more than 2" smaller than full measurement, purchase a pattern one size smaller and make necessary alterations.

***Tie a weight to a string and use this as a string of beads. Take measurement from the string where it croeses the high part of the neck to the high point on the shoulder.

REVIEW SHEET

(To be Checked Before Beginning Unit)

Instructions: Answer as many of the following as possible. This will not be graded. It is only an attempt to find out how much experience you have had in the Clothing and Textiles area.

1. Warm colors seem to make a person appear (smaller, larger) while cool colors make a person appear (smaller, larger).

2. Define the following terms:

   (a) impulse buying

   (b) selective buying

3. Do you agree or disagree with the following statement: "Being dressed somewhat like my friends is important to me." Tell why you agree or disagree.

   _____Agree

   _____Disagree

4. Describe the type of outfit you would wear to the following:

   (a) basketball game

   (b) shopping in town

   (c) church

5. What is meant by the word "accessories"?

6. Can you think of any appropriate manners to use when shopping for clothing?

7. Natural fibers come from _____.

8. Name as many pieces of basic equipment as you can that are needed for sewing, other than the sewing machine.

9. A (steam, dry) iron helps to remove wrinkles better than a (steam, dry) iron.

10. If you do not have a steam iron, what can you use to press fabric?

11. Tell what purpose the following parts of a sewing machine serve:

    (a) presser foot

    (b) thread take-up lever

    (c) bobbin

    (d) spool pin

12. What is some information found on the pattern envelope?

13. Name one way to get your fabric "on grain".

14. When placing a pattern on the fabric, what are some things to keep in mind?

15. Name some points to remember when cutting out the pattern.

(NOTE: The teacher may want to add to this list, according to her own situation.)

TEACHING TECHNIQUES

Margaret Drake, Student Teacher
University of Illinois

Rather than use diagrams on a blackboard or ready-made pictures, student teacher Margaret Drake followed the principle of getting learning experiences as close to reality as possible. She used a live model to illustrate various effects of line. A fairly short, stocky-type student was selected to wear a plain dark dress. Lines were then applied with masking tape in order to create various illustrations as are shown in the pictures below. Tapes of different widths could also be used.

SURVEY FORM – Teenagers and Clothing Selection

Christina Brown, Graduate Assistant
University of Illinois

Directions: Is clothing important to teen-agers? Your answer will help us find out. Please read the 21 situations below and the choices given. Assume all of the choices are possible for you and that you must make a choice. For each situation select the one choice which is of most importance to you and write the letter of your choice in the first blank. Then select the choice of least importance to you and write the letter of that choice in the second blank. Make two choices for each item, the MOST important and the LEAST important.

	MOST IMPORTANT	LEAST IMPORTANT
1. You have been given $14 to spend for a pair of comfortable shoes, you would a. use the total amount for the shoes, selecting ones that friends would admire. b. select the most beautiful pair of shoes you could find at that amount. c. buy a less expensive pair of shoes and save a part of the money.	1. _____	_____
2. In selecting this pair of shoes, you would prefer them to be a. ones that could be used on many occasions and last a long time. b. the latest style. c. ones that would emphasize your best features.	2. _____	_____
3. In selecting a shirt or blouse a. color would be most important. b. cost would be most important. c. latest fashion trends would be most important.	3. _____	_____
4. In selecting any garment a. durability is more important than style or color. b. current trend is more important than cost or color. c. its general appearance on me is most important.	44. _____	_____
5. When buying a tie of scarf to wear on a special date you would a. select one that would do most for a special outfit or suit. b. select the one giving you most for your money. c. select one that would impress your date.	5. _____	_____
6. In planning clothing for the school year, you would a. consider clothes you have and buy garments to add to those you have. b. be cool and look for the latest trends around school. c. analyze your personal features and select garments to enhance your personal characteristics.	6. _____	_____
7. In selecting clothing when buying, you would a. add up cost of all items before final selection. b. pick the most popular fashions. c. look for beauty regardless of other factors.	7. _____	_____
8. You consider your present wardrobe to be a. impressive to the people at school. b. economical and practical. c. in good taste and attractive.	8. _____	_____

		MOST IMPORTANT	LEAST IMPORTANT
9.	Which of the following would influence you most in selecting clothing? a. attractiveness. b. your money's worth. c. social prestige.	9. _____	_____
10.	Given an opportunity to study, which would you prefer to learn? a. ways to get the best buy for your money. b. ways to show off your best qualities by selecting becoming clothing. c. ways to make a hit with your friends by wearing certain types of clothes.	10. _____	_____
11.	The last time you were dissatisfied with a particular clothing purchase, the reason was a. item cost more than you wanted to pay. b. others didn't like it. c. didn't fit properly and wasn't very attractive.	11. _____	_____
12.	The problem that troubles you most when buying your clothes is a. not being able to select clothes that others like. b. feeling guilty for not saving money by utilizing clothes or fabrics on hand. c. finding clothes that impress you.	12. _____	_____
13.	You feel the biggest urge to buy when a. you need the item and have the money. b. your close associates buy something new. c. you find something attractive and becoming.	13. _____	_____
14.	When a very new style is started, you a. are among the first to try it. b. base your decision to buy or not on whether it is becoming to you. c. base your decision on the cost of the article.	14. _____	_____
15.	You would most like to be remembered in this school as a. an individual who selected attractive clothes. b. an individual who was "hip" and bought the latest fashions. c. an individual who was economical and selected practical clothes.	15. _____	_____
16.	Your most common practice in selecting clothing for school is to a. purchase something you don't need, but you can't resist because of its appearance. b. avoid buying something you really like in order to save money. c. purchase something because others like it.	16. _____	_____
17.	You like to buy your clothing at a. economy or discount stores. b. stores showing clothes in attractive settings. c. stores specializing in mod fashions.	17. _____	_____
18.	Your choices in buying clothing are influenced most by a. cost, care and upkeep. b. color, pattern and weave of materials. c. style or latest fashion.	18. _____	_____

		MOST IMPORTANT	LEAST IMPORTANT
19.	In your group of friends, you most admire a. those who have clothes that are admired by others. b. those who use practical judgment in selecting clothing. c. those who use artistic abilities in selecting clothing.	19. _____	_____
20.	The most outstanding social affair of the year is coming up in two months at your high school. You never miss such occasions, but this time you have a problem of what to wear. You would choose to a. select that smashing outfit which all of your friends would admire. b. plan carefully and consider choosing (or making) an inexpensive garment for this one-night affair. c. select the most attractive garment that you can find, one that will bring out your natural best features, no matter what the cost may be.	20. _____	_____
21.	If you were buying a sweater for an important date, you would prefer a. machine washables such as nylon or orlon. b. an attractive soft fluffy wool or cashmere. c. the "in" color and style in any knit.	21. _____	_____

Key For Choices Representing Each Value in the Twenty-one Items

	ECONOMIC	AESTHETIC	SOCIAL
1.	C	B	A
2.	A	C	B
3.	B	A	C
4.	A	C	B
5.	B	A	C
6.	A	C	B
7.	A	C	B
8.	B	C	A
9.	B	A	C
10.	A	B	C
11.	A	C	B
12.	B	C	A
13.	A	C	B
14.	C	B	A
15.	C	A	B
16.	B	A	C
17.	A	B	C
18.	A	B	C
19.	B	C	A
20.	B	C	A
21.	A	B	C

CLOTHING BUYING HABITS OF GIRLS

Former Student Teacher
University of Illinois

Directions: Check all statements that best express your answers to the questions.

1. How do you obtain your clothing? (blouses, sweaters, skirts, coats, underwear)

Buy ready-made	make at home	receive as gifts	receive as items worn by mother, sister, aunt or others
___ all	___ all	___ all	___ all
___ most	___ most	___ most	___ most
___ some	___ some	___ some	___ some
___ none	___ none	___ none	___ none

2. Name stores where you actually purchase most items of clothing or where you would look if you were going to buy some new clothing.

a) _____ b) _____ c) _____

d) _____ e) _____ f) _____

3. Name stores where you most frequently buy fabrics if clothes are made at home.

a) _____ b) _____ c) _____

4. Why do you shop at the stores named above?

___ close to home
___ attractive window displays
___ bought things there I've liked
___ clothing items wear well
___ other
___ my friends shop there
___ see stores advertised on TV
___ see stores advertised in newspapers
___ clothes within my price range

5. Do you, or would you, like to receive clothes as gifts? ___ Yes ___ No

Why or why not? _____

6. What items do you like to receive as gifts if answer is "yes"

___ coat
___ suit
___ dress
___ skirt
___ sweater
___ blouse
___ accessories
___ others
_____
_____
_____

7. When do you intend to buy new clothes? Add your reasons if not already listed:

___ when I have saved the money for them
___ when I think I need them
___ when my mother thinks I need them
___ when I want them
___ when I see something in the store
___ when my friends have them
___ _____
___ _____

8. With whom do you select your clothing when buying them?

___ I sometimes select my own clothes.
___ I always select my own clothes.
___ My mother sometimes helps me.
___ My mother always helps me.
___ My sister sometimes helps me.
___ My sister always helps me.
___ My friends sometimes help me.
___ My friends always help me.
___ _____
___ _____

9. Who or what influences your choice of clothing?

___ Mother
___ Father
___ Sister
___ Brother
___ Aunt
___ Grandmother
___ Friends
___ Magazines
___ Newspapers
___ T.V.
___ Movies
___ Salespeople
___ Style show
___ School customs
___ Window displays

10. What influences your choice of a particular item of clothing such as a shirt or blouse? (double check most important)

___ construction
___ fit
___ color
___ trim
___ brand name
___ price
___ style, becomingness
___ fashionableness of style
___ other _____
___ other _____

11. List magazines or newspapers, if any, which you consider helpful in determining what is in style:

Magazines	Newspapers
_____	_____
_____	_____

12. Are you usually satisfied _____ or somewhat dissatisfied _____ with your purchases of clothing? If dissatisfied, what causes this?

___ didn't like it as well when I got home as I did in the store
___ didn't fit properly
___ item cost more than I wanted to pay
___ didn't wear well
___ family or friends didn't like it
___ didn't fit into my wardrobe
___ was too hard to take care of
___ _____
___ _____

13. How do you usually pay for your clothing?

___ cash ___ charge ___ lay-away

14. Do you read label or hang-tags on clothing when selecting an item?

___ always ___ usually ___ sometimes ___ never

15. Do you refer to labels when caring for clothing? (washing or pressing)

___ always ___ usually _____sometimes ___ never

16. Does clothing ever cause any type of disagreements in your home?

___ Yes ___ No

17. Suppose you were shopping for the following items.* What price tag would you expect to see on each item if you considered it "high price," "moderate price," or "low price"? Fill in dollar amounts for as many spaces as you can. (Add descriptive phrases to items if you wish.)

	"High price"	"Moderate price"	"Low price"
Blouse	$ _____	$ _____	$ _____
Sweater	$ _____	$ _____	$ _____
Slacks	$ _____	$ _____	$ _____
Dress	$ _____	$ _____	$ _____
Coat	$ _____	$ _____	$ _____
Hose	$ _____	$ _____	$ _____
School shoes	$ _____	$ _____	$ _____
Slip	$ _____	$ _____	$ _____

*Teachers may wish to supply their own list of clothing items depending on maturity of students and current clothing modes.

YOU AND YOUR CLOTHES
(Fashion Habits)

Marilyn Clemins
University of Illinois

DIRECTIONS: Below are four general questions about your fashion habits. Answer each item by placing an R (for ready-to-wear) and an H (for homemade) in the appropriate column. Both letters may be placed in the same column
REMEMBER: Answer each part of questions A, B, C, D using both R's and H's.

	Almost Never	Sometimes	Frequently
A. Where do you shop for your clothes and material?			
1. Mail-order catalogs			
2. Discount stores			
3. Chain department stores with own brand			
4. Large department stores with national brands			
5. Exclusive clothing stores			
B. Where do you get your fashion ideas?			
1. Window shopping			
2. Fashion magazines			
3. Home pattern catalogs			
4. Major pattern books			
5. Fashion shows			
6. Newspapers			
7. Observing others			
C. Do you share your clothes with other members of your family?			
D. What type of clothing do you buy and/or make for yourself.			
1. Dress			
2. Skirt			
3. Jacket			
4. Slacks/shorts			
5. Blouses			
6. Coat			
7. Bathing suit			
8. Accessories			

Answer the remaining questions with just a check in the appropriate column.

	Almost Never	Sometimes	Frequently
E. Why do you sew?			
1. Economy			
2. Better fit			
3. Creativity			
4. Hobby			
5. Better construction			
F. What type of fashion image would you like to convey to others?			
1. Elegant sophisticated			
2. Sweet romantic			
3. Perky and cute			
4. Tailored classic			
5. Mod			
6. None			

FABRIC FOOTBALL

Diane Trembly, Workshop Participant
University of Illinois

This game, here applied to the learning of information about fibers and fabrics, could be adapted to any subject area. "Props" can be simple or elaborate as seems appropriate in the given class.

Preparation required: Draw a football field on a large piece of paper, posterboard, or fabric or on the chalkboard. Secure a suitably scaled football. If playing field is on table or floor, football can be laid in place; if vertical, some means of attachment will be needed. If chalkboard is used, football can be drawn in place and erased for moving.

Prepare questions on fibers and fabrics using six difficulty levels in the cognitive domain. (See Bloom's Taxonomy.)

Divide students into two teams and designate goal lines to be defended. The ball is placed on the 50-yard line.

Designate some students as referees, if desired. They can serve as judges of correct answers.

Rules of play: Some means of determining which team shall "kick off" is chosen, e.g., flipping a coin.

The first member of that team chooses a cognitive level and asks for a question. Level 1 scores 1 yard, level 2 scores 3, level 3 scores 5, level 4 scores 7, level 5 scores 9, and level 6 scores 11.

If the member answers the question correctly, the ball is advanced that number of yards, and the next team member chooses a level for a question. As long as correct answers are given, the team advances. If they gain 10 yds. in 4 tries or less, they continue; if not the ball goes to the opponent, back on the 50-yard line.

If a question is missed before the ball is lost, the first opponent is given a try. If he answers correctly, the team with the ball is penalized that number of yards.

The score is determined by total yards gained plus an extra score of 6 for touchdowns. An additional question is asked for the "extra point" try after a touchdown. Opponents may not try for this one. This question counts 1 point and therefore is in the easiest category.

The game can be played according to a time schedule that fits the class period and allows discussion as appropriate. "Time out" can be called for discussion during a play.

The following are possible questions to use for the game:

Level 1: KNOWLEDGE (1 yard gain)

1. What are the two animal fibers?
2. What are the two vegetable or plant fibers?
3. What is the name of a man-made fiber?
4. Name three kinds of fabric.

Level 2: UNDERSTANDING (3 yard gain)

1. What is meant by the term "grain"?
2. What is meant by the term "knitting"?
3. What is meant by the term "fabric finish"?
4. What is meant by the term "bonded fabric"?

Level 3: APPLICATION (5 yard gain)

1. Why is cotton suitable for clothes worn in warm weather?
2. What is the benefit of cutting a garment with the grainline?
3. What is the purpose of bonding attached to fabric?
4. Why must wool fabrics be handled carefully during washing?

Level 4: ANALYSIS (7 yard gain)

1. Mary wants a warm dress that will be easy to care for. What information might she look for on a label?
2. Jackie travels a great deal. What type of garment and fabric might she choose to minimize care and look her best?
3. Susie's dress no longer fits her after she washed it. What might have been the reasons?
4. Jane's new blouse has pulled out at the seams. What could she have done to prevent this?

Level 5: SYNTHESIS (9 yard gain)

1. Which one of the following fabrics would be most suitable for the pattern shown? (Teacher provides pattern or picture and samples of fabric or a list of fabrics.)
2. June tries on a dress at the store. She likes it very much but notices strange wrinkles above the bust. The clerk says it just needs pressing. Should June accept this explanation and buy the dress? Why or why not?
3. Sue wants a fabric to make a pair of pants for camping. Which of the following would be better and why? dacron denim; cotton poplin; stretch nylon; wool flannel; rayon challis; or orlon jersey.
4. If a garment is labeled machine washable, no iron, permanent pleats, solution dyed, and guaranteed not to shrink, and you observe a lustrous sheen and a crisp hand, what fiber would you expect it to be made of?

Level 6: EVALUATION (11 yard gain)

1. Show label lacking adequate care information. What information is missing? Write the care instructions that seem to fit the rest of the label.
2. Betty finds a dress on the bargain rack without a label. Should she buy it? Why or why not?
3. JoAnn received a sweater for a gift and the labels had been removed. How should she clean the sweater? Why?
4. Helen found a piece of silk at half price, marked "Second. Contains flaws". She liked the design and color and she needed a silk dress. Should she buy it? Why or why not?

Basic Four Bingo

Benefits from "playing" game - It serves as a reinforcement or review to previous learnings. Students realize they must be able to place every food in the correct group to play. They also become familiar with new and unusual foods that perhaps they have never before attempted to categorize.

Recommended time 1/2 hour

Constructing the game - Bingo cards can be made by the teacher or students. Enough cards are needed for each student to have 1 card. The card is approximately 8 1/2 x 11 inches (paper size). They can be made of poster board, cardboard or construction paper. Divide the card into four columns with a magic marker. At the top of each column place a picture of one Basic Four Food Group*. Under each picture divide column into 5 or 6 blocks. List 1 food in each block that belongs in the food group at the top of the column.

Make a copy of all foods listed on every card. List these foods on small pieces of paper and place in a box.

Playing the game
The teacher draws a food from the box, calls out the name of the food and places food name under the correct group on her blank card. She calls the food names as quickly as possible. Students locate the food by looking first to picture of group in which food belongs and then down column beneath. If the food appears on card the student places a bean on block which contains food name.

When a student has a straight row of blocks across or up and down covered, they Bingo. The game can continue for cover-all Bingo.

Suggested prize for Bingo would be 2 tablespoons of raisins, an apple, cheezits or other snack. Something of several small pieces lends itself to opportunity of student to share prize.

A mini-card example.
Actual card size is 8 1/2 x 11 inches.

Milk	Bread/ Cereal	Veg. Fruit	Meat
Ice Cream	Rye Bread	Asparagus	Sardines
Swiss Cheese	Grits	Plums	Hot Dogs
Cottage Cheese	Waffles	Corn	Liver
Butter-Milk	Oatmeal	Radishes	Eggs
Sour Cream	Macaroni	Orange	Ham

*Pictures available from National Dairy Council or small pictures can be cut from magazine and group name printed on each group.

PUMPKIN PIE

1 sector
275 calories

Protein	*5 grams*
Calcium	*66 milligrams*
Iron	*.6 milligrams*
Vitamin A	*3210 milligrams*
Thiamine	*.04 milligrams*
Riboflavin	*.13 milligrams*
Niacin	*.6 milligrams*
Ascorbic Acid	*Trace milligrams*

HAMBURGER AND BUN

1 hamburger and bun
365 calories

Protein	*25 grams*
Calcium	*45 milligrams*
Iron	*3.9 milligrams*
Vitamin A	*30 I. U.*
Thiamine	*.19 milligrams*
Riboflavin	*.1 milligram?*
Niacin	*5.6 milligrams*
Ascorbic Acid	*– milligrams*

"WHAT AM I"

Cynthia Theiss
Graduate Assistant
University of Illinois

The game, "What Am I," can be used either for initial teaching or for evaluation. It is played between two individuals or two teams. It can be played by asking questions to identify a food or nutrient. It can also be played by reading statements listed on a card which describe a food or nutrient, and then identifying that food or nutrient. In this case, an individual can play solitaire and keep his own score.

To play "What Am I" by asking questions:

1. Decide how many foods and/or nutrients will constitute a game. It must be the same for each player or team.
2. One individual or team thinks of a food or nutrient.
3. The opponent(s) ask questions to try to identify the food or nutrient chosen by the other player or team. The opponent(s) may try to identify the food or nutrient after asking any question. However, if a wrong guess is made, the turn is over and 10 points are recorded. If the guess is correct, the number of the last question asked is recorded.
4. When all the foods and/or nutrients have been played, the person or team with the lowest score wins.

To play "What Am I" with cards:

1. Decide how many cards will be used by each person or team.
2. One individual person or team reads a card, one statement at a time, to opponent(s).
3. After any statement, the opponent(s) may guess what the food or nutrient is. (The opponent(s) must read the statements in numerical order.) If the guess is wrong, the turn is lost and 10 penalty points are recorded. If the food or nutrient is correctly identified, the number of the last statement read is recorded.
4. When all the cards have been played, the person or team with the lowest score wins.

To make cards (see sample at right):

The cards may be made by each player or team or prepared in advance by teacher or students. Each card has several statements describing a food or nutrient without naming it. The answer is on the reverse side of the card. This may be picture or word or both.

3 by 5" index cards are easy to handle. Statements should be arranged so that the easiest clue is last and thus receives the most point value (remember: low score wins). Statements can be as simple or complex as the level of knowledge of the people using the cards.

What Am I?

1. I am a nutrient.
2. Vitamin D helps the body store me.
3. I help muscles contract, nerves respond to stimuli and blood coagulate.
4. I help make bones and teeth strong.
5. Milk and milk products are good sources of me.

NUTRITIONAL TIC TAC TOE

Peggy H. Haney
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University of Illinois

Nutritional Tic Tac Toe is a game to help students learn important relationships about nutrients and food composition.

Principles which may be learned through playing this game are:

1. Foods vary in nutritive value.
2. Some nutrients tend to occur together in foods.
3. Some nutrients occur in only a few foods.
4. A given nutrient may occur in different amounts in different foods.
5. Some foods are rich in many nutrients.
6. Some foods have no value except energy (calories).
7. Combinations of foods may be more nutritious than large quantities of a single food.

RULES OF THE GAME

1. Players are arranged in pairs.

2. Each player selects or is assigned one of the following nutrients: protein, calcium, iron, Vitamin A, thiamine (B_1), riboflavin (B_2), niacin, or Vitamin C (ascorbic acid). If these 8 nutrients are adequate in the diet, others are very likely to be adequate also.

3. Each player should be able to read the National Dairy Council Comparison Cards* which are displayed in the room as reference.

   Similar graphic representations of the per cent of nutrients in one serving of common foods may be prepared by the players. Food values may be obtained by using the information from "Nutritive Value of Foods" (U.S.D.A.), or any accurate list of nutritive composition of foods.

4. Each pair draws the standard Tic Tac Toe design on a piece of paper or a chalkboard.

5. Opponents choose writing instruments of different kinds to help separate plays during the games, such as: chalk, pen, pencil, colored pencils, crayons, etc.

6. Foods rich in a player's nutrient are chosen. "Rich" is defined as providing 10% or more of the Recommended Daily Dietary Allowance in one serving.

7. A food "rich" in both chosen nutrients may be played by either opponent and thus marked both O and X.

8. It is each player's responsibility to check the accuracy of each play he or his opponent makes.

9. When 3 foods representative of one player's nutrient are aligned horizontally, vertically, or diagonally, the game is ended by the winner drawing a straight line through the three squares.

10. Combinations of two foods (which together furnish 10% of RDDA per serving) may be allowed if desired.

HOW TO PLAY

1. The first player begins by writing the name of a food rich in his nutrient in any square he wishes on the Tic Tac Toe form. It may be circled or X'd to make clear whose food it is.

2. The next player writes a food rich in the nutrient in his chosen square.

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*Sets of 50 Comparison Cards are available from The National Dairy Council, 111 N. Canal St., Chicago, Ill., for about $2.00 or from any local office of the Council.

3. Players continue to take alternate turns.

4. The player who succeeds first in aligning 3 foods rich in his nutrient horizontally, vertically, or diagonally wins the game.

TEACHING TECHNIQUES AND SUGGESTIONS

When introducing this game to a group, it may be helpful to divide the entire group into two teams, and draw the tic tac toe diagram on the chalkboard or transparency. Each team is given a nutrient and the team members work together to decide which foods to enter for their plays. Nutrients which are found plentifully in foods, and seldom found in the same foods may be chosen to illustrate the game (e.g., protein and Vitamin C). After familiarity is gained with the game and the nutrients, students may be paired for actual play.

Comparison Cards are displayed during play to aid learning. After much experience with the game and familiarity with the nutritive composition of foods, cards may be removed, and judges appointed to check accuracy of plays. A scoring system could be devised to give 1 point for each accurate play and a bonus of an extra point allowed for winning the game, so that everyone could score.

A cumulative score over several games might provide a basis for evaluation or proclaim a "winner for the day." Inaccurate plays could serve as penalties and subtract from total score.

The game might be followed up by applying the knowledge gained in various problem situations. The teacher could help students use this factual knowledge of food sources of nutrients to draw relationships between specific nutrients and specific health problems. The effects of various methods of storage and food preparation on specific nutrients could be studied. Analysis of students' own diets, of publicized reducing diets, and of family diets are possible learning experiences using the knowledge gained through this game. "How many calories does it take to have enough nutrients every day?" might be the concern of a lesson. The question "Is it possible to save on grocery money and still eat a balanced diet?" relates nutrition and consumer education. Consideration of such problems before playing the game may lead students to see the need for this knowledge and to look for application while playing.

There are many ways the rules of this game can be varied to increase complexity and interest. Students should be encouraged to use their ingenuity to devise new ways this basic game may be played.

100% RELAY

June Patchett
Home Economics Teacher
Young American High School
Brockton, Illinois

This game is designed to teach the relative nutrient value of common foods. The eight nutrients are used: protein, calcium, iron, and Vitamins A, B_1, B_2, niacin, and C.

Two to eight persons can play at each table. Each person is given a relay track (as shown on the next page) with the explanation that everyone needs 100% of the RDDA for each nutrient every day. Some kind of counter (a bit of paper, a grain of rice, etc.) is placed at 0, the "starting gate."

Each person draws a card, previously prepared with the name of one of the eight nutrients on it. This nutrient is his for the race.

In the center of the table, place Comparison Cards of the National Dairy Council* face down. The first player draws a card, notes the per cent of his nutrient in one serving of that food, and then moves his counter along his relay track accordingly. The card can be held by the player or put under the rest of the stack.

The next player draws a card and play continues until someone reaches 100% for his nutrient.

Students will learn, as they play:

- that some foods have many nutrients and some only one or two
- that some nutrients are contained in many foods and some in only a few
- that one serving of some foods will provide the entire 100% of one or more nutrients
- that a haphazard selection of foods will likely result in a deficiency of some nutrients

Questions asked during play can heighten the learning.

The game could also be played with partners or teams. In this case each partner, or all members of a team, would move the counter for their nutrient each time any member of their team drew a card. Or each player could be required to reach his own 100% and then help the others when his turn came.

At the end of the game or the time period allowed, the teacher could ask the students to draw conclusions from what they observed during play.

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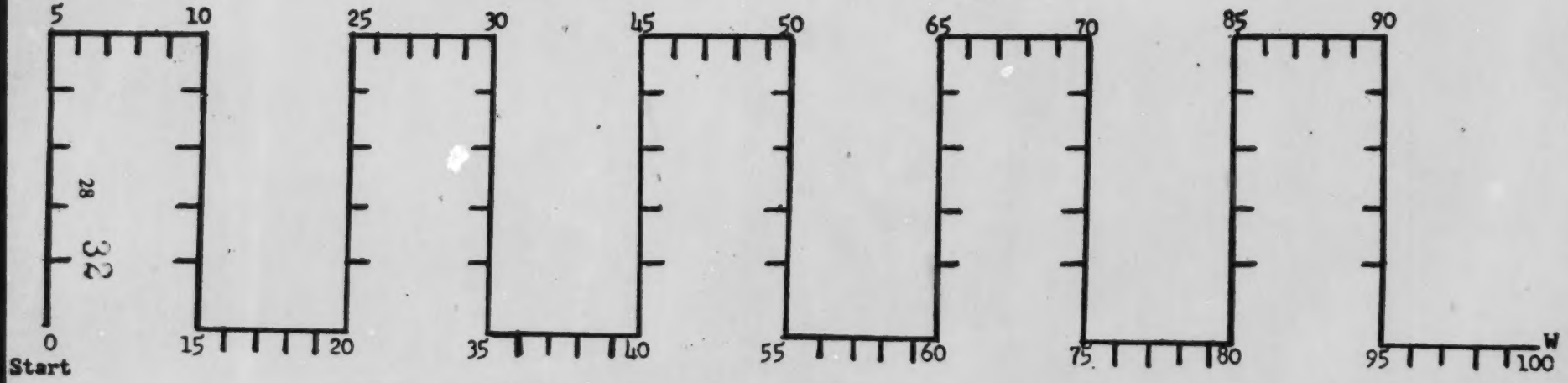
*Sets of 50 Comparison Cards are available from The National Dairy Council, 11 North Canal Street, Chicago, Illinois for about $2.00 or from any local office of the Council.

RELAY TRACK


5
10
25
30
45
50
65
70
85
90
28
32
0
Start
15
20
35
40
55
60
75
80
95
100
W

REVERSE-QUIZ GAME IN FOOD AND NUTRITION

Divide the class into two groups. Each person in the group will take his turn in selecting a category and level from the game board. When a person has his turn, he must select a category and number of points he wishes to try for. When a card which holds the answer is flipped into view the person must supply the questions which would go with this answer. The levels of the cards determine the number of points the team is awarded. If a team member fails to answer, the next person on the opposing team is given a chance to answer. If neither team can answer, continue with a new team member and new card.

Time to answer is at the discretion of the teacher or one class member may be appointed as judge. A scorekeeper will also be needed. Extra cards have been supplied. Others could be added to enlarge the game. Cards would be kept in envelopes.

A large plywood board could be made with individual brackets to keep the envelopes in. The plywood board could be used for other subject matter games, especially in child development and clothing. The board can be drawn on the chalk board or on poster board. This would be an excellent game for review or as an evaluation instrument. Students enjoy learning or reviewing in this manner. Many students are familiar with similar types of quiz shows on television.

REVERSE-QUIZ GAME IN FOOD AND NUTRITION			
NUTRITIONAL FUNCTIONS	FOOD SOURCES	NUTRITIONAL REQUIREMENTS	POTPOURRI
5	5	5	5
5	5	5	5
10	10	10	10
15	15	15	15
20	20	20	20

Number of points

FUNCTION OF NUTRIENTS

Answer:	Question:
5 TO BUILD AND REPAIR BODY TISSUES	WHAT ARE THE FUNCTIONS OF PROTEINS?
Answer:	Question:
5 THEY ARE THE NUMBER ONE SOURCE OF ENERGY	WHAT ARE CARBOHYDRATES?
Answer:	Question:
5 COMPLETE PROTEINS	WHAT TYPE OF PROTEIN ARE MOST ANIMAL PROTEINS?
Answer:	Question:
5 INCOMPLETE PROTEINS	WHAT TYPE OF PROTEIN ARE MOST VEGETABLE PROTEINS?
Answer:	Question:
10 THEY RESERVE A STORE OF FUEL IN THE BODY	WHAT DO FATS DO FOR THE BODY?
Answer:	Question:
10 THEY ADD FLAVOR AND SATIETY VALUE	WHAT DO FATS ADD TO THE DIET?
Answer:	Question:
10 SECOND MOST IMPORTANT SOURCE OF ENERGY	WHAT FUNCTION DO PROTEINS SERVE FOR ENERGY PURPOSES?
Answer:	Question:
10 TO SUPPLY FOOD BULK IN CELLULOSE FORM	WHAT IS A SECONDARY FUNCTION OF CARBOHYDRATES?
Answer:	Question:
15 A MINERAL WHICH BUILDS BONES AND TEETH	WHAT IS CALCIUM?
Answer:	Questions:
15 A SUBSTANCE WHICH HARDENS TOOTH ENAMEL	WHAT IS FLUORINE?
Answer:	Question:
15 A MINERAL WHICH HELPS THE BLOOD TO CLOT	WHAT IS IRON?

Answer:	Question:
20 A SUBSTANCE NECESSARY FOR THE THYROID GLAND TO WORK PROPERLY	WHAT IS IODINE?
Answer:	Question:
20 IT IS A NUTRIENT WHICH KEEPS SKIN AND MUCOUS MEMBRANES HEALTHY	WHAT DOES VITAMIN A DO FOR A PERSON?
Answer:	Question:
20 IT IS A NUTRIENT WHICH HELPS THE BODY USE CALCIUM AND PHOSPHORUS	WHAT DOES VITAMIN D DO FOR THE BODY PROCESSES?

FOOD SOURCES

Answer:	Question:
5 EGGS, MEAT, POULTRY, FISH	WHAT FOODS ARE GOOD SOURCES OF PROTEINS?
Answer:	Question:
5 MILK AND CHEESE	WHAT FOODS ARE GOOD SOURCES OF PROTEINS AND CALCIUM?
Answer:	Question:
5 BUTTER, MARGARINE, CREAM	WHAT DAIRY FOODS ARE GOOD FAT SOURCES?
Answer:	Question:
5 SALAD OILS AND DRESSING	WHAT ARE OTHER GOOD FAT SOURCES?
Answer:	Answer:
10 MILK, ICE CREAM, CHEESES, BUTTER	WHAT FOODS ARE CONTAINED IN THE DAIRY GROUP?
Answer:	Question:
10 DRINKING WATER CONTAINS IT	WHAT IS A GOOD SOURCE OF FLUORINE?
Answer:	Question:
10 LIVER, RAISINS, EGGS	WHAT FOODS ARE GOOD SOURCES OF IRON?
Answer:	Question:
10 SEA FOODS AND A CERTAIN TYPE OF SALT	WHAT ARE GOOD SOURCES OF IODINE?

Answer:	Question:
15 DARK GREEN AND DEEP YELLOW VEGETABLES	WHAT ARE GOOD SOURCES OF VITAMIN A?
Answer:	Question:
15 CITRUS FRUITS	WHAT FOOD CATEGORY IS A GOOD SOURCE OF VITAMIN C?
Answer:	Question:
20 TOMATOES, STRAWBERRIES, DARK VEGETABLES	WHAT SPECIFIC FOODS ARE A GOOD SOURCE OF VITAMIN C?
Answer:	Question:
20 MILK AND FISH LIVER OILS	WHERE DOES ONE FIND COOD SOURCES OF VITAMIN D?

NUTRITIONAL REQUIREMENTS

Answer:	Question:
5 NUTRITION, CONSUMER, AND INDUSTRIAL USE RESEARCH SERVICE OF U.S. DEPARTMENT OF AGRICULTURE	WHAT IS THE NAME OF THE GROUP WHICH DEVELOPED THE BASIC FOUR?
Answer:	Question:
5 MILK, BREADS AND CEREALS, VEGETABLES AND FRUITS AND MEAT	WHAT ARE THE FOOD GROUPS OF THE BASIC FOUR?
Answer:	Question:
5 TEEN-AGERS—4 OR MORE CUPS	WHAT IS THE RECOMMENDED DAILY REQUIREMENT OF MILK FOR TEENAGERS?
Answer:	Question:
5 DAILY BREADS AND CEREALS GROUP REQUIREMENT	WHAT FOOD GROUP REQUIRES FOUR OR MORE SERVINGS PER DAY?
Answer:	Question:
10 FRUITS AND VEGETABLE GROUP REQUIREMENT	WHAT GROUP REQUIRES FOUR OR MORE SERVINGS PER DAY?
Answer:	Question:
10 DAILY MEAT GROUP REQUIREMENT	WHAT GROUP REQUIRES TWO OR MORE SERVINGS PER DAY?
Answer:	Question:
10 EMPTY CALORIES	WHAT ARE COOKIES, CAKES, PIES, AND CANDY CALLED WHEN THEY SUPPLY CALORIES, BUT NO NUTRIENTS?

Answer:	Question:
10 CALORIE	WHAT IS THE UNIT USED IN MEASURING THE ENERGY OBTAINED FROM FOODS?
Answer:	Question:
15 COMPLETE PROTEINS	WHAT TYPE OF PROTEIN SUPPLIES ALL THE AMINO ACIDS NEEDED FOR GROWTH?
Answer:	Question:
15 EGGS, PEANUT BUTTER, DRY BEANS	WHAT ARE MEAT SUBSTITUTES?
Answer:	Question:
20 MACARONI, SPAGHETTI, NOODLES ARE IN THIS BASIC FOUR FOOD GROUP	WHAT FOODS BELONG IN THE BREAD AND CEREAL GROUP?
Answer:	Question:
20 SPECIFIC RECOMMENDED DAILY DIETARY ALLOWANCES FOR A PERSON	WHAT IS THE NUMBER OF CALORIES YOU SHOULD EAT PER DAY AS DETERMINED BY YOUR HEIGHT, WEIGHT, AGE, AND SEX?

POTPOURRI

Answer:	Question:
5 DECAYED TEETH AND MALFORMED BONES	WHAT ARE SIGNS OF CALCIUM SHORTAGES?
Answer:	Question:
5 ANEMIA	WHAT IS A SIGN OF AN IRON SHORTAGE?
Answer:	Question:
5 GOITER	WHAT IS A DISEASE ASSOCIATED WITH AN IODINE SHORTAGE?
Answer:	Question:
5 NIGHT BLINDNESS	WHAT IS A SIGN OF VITAMIN A SHORTAGE?
Answer:	Question:
10 STUNTED GROWTH AND SLOW REPAIR OF BODY TISSUES	WHAT ARE SIGNS OF PROTEIN SHORTAGE?
Answer:	Question:
10 THIRST AND DEHYDRATION	WHAT ARE SIGNS OF WATER SHORTAGE?

Answer:	Question:
10 FREQUENT COLDS AND INFECTIONS	WHAT ARE SIGNS OF PROTEIN SHORTAGES?
Answer:	Question:
10 RICKETS	WHAT IS A DISEASE ASSOCIATED WITH A VITAMIN D SHORTAGE?
Answer:	Question:
15 SCURVY	WHAT IS A DISEASE ASSOCIATED WITH VITAMIN C SHORTAGE?
Answer:	Question:
15 PELLEGRA	WHAT IS A DISEASE ASSOCIATED WITH A VITAMIN D SHORTAGE?
Answer:	Question:
20 KWASHIORKOR	WHAT IS A DISEASE ASSOCIATED WITH PROTEIN SHORTAGE?
Answer:	Question:
20 BERIBERI	WHAT IS A DISEASE ASSOCIATED WITH A THIAMINE (VITAMIN B_1) SHORTAGE?

NOTE TO TEACHER:

The answers and questions have been typed separately in adjoining columns. Duplicate these pages; then cut along broken lines. Paste the answer on the front of index card and paste the question on the back of that card. Keep in envelopes labeled as to categories.

SUPERMARKET RUMMY

June Patchett
University of Illinois

The purpose of this game is to create food combinations that constitute "balanced meals" while noting the cost of the food.

Preparation required: Secure or construct a deck of cards containing names of foods representing all food groups and prices of one serving. Number of cards in deck can vary according to number of players and complexity desired. Minimum of about 48 probably desirable.

Rules of play: Deal each player 8 cards and use standard rummy procedure. Place rest of deck on table. Turn top card face up. First player may take that card or draw top one from deck, then discard one on the face-up stack.

Players may lay down "books" of 4 cards which they think make a balanced meal. Meal must contain all four food groups. Continue until one player has two "meals" or all cards have been drawn.

Scoring is based on cost of meal:

15 points for each meal if cost is 30 cents or less
10 points for each meal if cost is 31-50 cents
5 points for each meal if cost is 51-75 cents
1 point for each meal if cost is 76 cents or more

Skit

HOW MUCH FOOD WILL TEN DOLLARS BUY?

Hazel Taylor Spitze
Associate Professor
University of Illinois

We were thinking especially in this "lesson" of these objectives:

To help student see concretely that choices of individual grocery items affect the value received for a given amount of money.
To help students increase their knowledge of nutrition.
To help students experience enjoyment while learning.
To help students increase their understanding of how foods can be combined into balanced meals.
To help students see some value in planning ahead for food buying.

And we sought to teach this content:

The same food in different forms has different cost.
Ready-to-serve foods usually cost more than home prepared dishes.
Lesser grades of foods often have the same nutritive value as higher qualities.
Seasonal foods cost more at some times of the year than at other times.
Foods of differing cost may have the same nutritive value.
Some grocery items have no nutritive value at all.

The class began with a skit in which two of the teachers portrayed homemakers just returned from the grocery store. They compared the contents of their grocery bags for which each had paid ten dollars and then planned meals to see how long each would last. Real food or empty food packages lent concreteness to the situation. If desired, the skit could be extended to "Putting away" the food and teaching some principles of storage.

Following the skit, the whole group discussed their own food buying experiences and suggested ways in which their choices had resulted in family satisfaction. Concepts and generalizations to be taught were emphasized during the discussion. Plans for the next trip to the grocery store were made by each person.

The skit follows:

HOW MUCH FOOD WILL TEN DOLLARS BUY?

One homemaker, knocking on the door of the other, carries a huge bag of groceries containing the following:

1 gal. whole milk
2 lb. pork chops
1 lb. steak
1 lb. bacon
2 TV dinners
6 pack carton coke or other pop
1 frozen apple pie
1 no. 2 can best quality canned peas
10 oz. potato chips
variety pack cereal
1 doz. large eggs
1 lb. butter
1 lb. fresh tomatoes
1 lb. cracked wheat bread

The second homemaker, who is about to unload the two large bags of groceries which she just bought, answers the door. Her bags contain:

10 lbs. potatoes
14 qt. box of dry milk
1 lg. box cream of wheat
3 lb. pork roast
1 lb. hamburger
1 chicken
1 6½ oz. can tuna
1 lb. cottage cheese
1 lb. margarine
2 doz. medium eggs
1 no. 2 can Grade C peas
10 apples
2 loaves enriched white bread
1 46 oz. can tomato juice
1 small head cabbage
1 lb. carrots
1 large can frozen orange juice

Jane: "Hello, Judy. Glad you stopped by. It looks like you've been to the store. Come in."

Judy: "Yes, I'm loaded down with groceries and I need to rest a little. I'm really beat today. (Noticing the other bag) "Have you bought groceries this morning, too?"

Jane: "Yes, I spent a $10 bill. I was just about to put away all this."

Judy: "Just $10 for so much. I spent $10, too, and I only have one bag. How did you do so well?"

Jane: "I can show you as I put things away." (She takes out her meats: pork roast (3 lb.), hamburger (1 lb.), tuna (1 can), 1 chicken.) "Did you get any meat?"

Judy: (Taking out port chops (2 lb.), steak (1 lb.), TV dinners (2), bacon (1 lb.).) "Yes, I got these yummy pork chops. Don't they look good? Eight of them for just $1.19."

Jane: "I got pork, too, a pork roast--3 lbs. for a little over $2.00. How much did your port chops weigh?"

Judy: "I don't know. Let's see. Oh, here it is. 1 lb., 14 oz. Hmmmmmm. I see you got more for your money, but this will make a good meal."

Jane: "I hope mine will make two good meals. Did you get any beef?"

Judy: "A piece of steak. Not very big, but it will be good. That was $1.09."

Jane: "I got a pound of hamburger for 69 cents. I think I'll make a meat loaf this time. It will go a long way with some rice or oatmeal added to it. Did you get any more meat?"

Judy: "These two TV dinners. They're sure handy when I don't feel like cooking."

Jane: "Yes, they are, but so expensive. I hope you feel like cooking most of the time. I got a can of tuna for 47 cents. Did you ever try it with noodles and a can of celery soup? That's almost as easy as TV dinners."

Judy: "No, but I must. I got a pound of bacon, too. We all love that."

Jane: "I didn't get bacon. Seems like it all cooks away in fat. Not much lean meat for the children to grow on. I got a chicken. Mine like chicken, and it goes a lot farther."

Judy: "Yes, I guess it does. Did you get any potato chips? My kids can eat a ton of them."

Jane: "No, I got my potatoes this way--10 lbs. for 89 cents. What did your chips cost?

Judy: (Looking to see) "Ten ounces for 59 cents! You really beat me there! You won't scold me for buying bread, will you?" (She takes out a loaf of cracked wheat bread.) "It's cracked wheat, the very best, and only 45 cents.

Jane: "I got these two loaves of white enriched for 50 cents.

Judy: "You didn't! I'm surprised that you'd buy white bread though. Isn't this better for us?"

Jane: "It has a little more food value, but enriched bread has a lot, too, and when it is so much cheaper, I can't see buying the facy kinds. What else did you get?"

Judy: "I got a dozen eggs, the grade A large kind. That's good, isn't it?"

Jane: "I get them sometimes, but if the medium size is as much as 9 cents cheaper on the dozen, I get more for my money with them. This time they were. I got two dozen."

Judy: "I bet you'll brag on me for getting this gallon of milk, won't you?"

Jane: "Milk is good for us, of course, and the children need four glasses a day. I looked at that gallon and thought--that's four quarts and for 20 cents more I can get 12 quarts of this kind (she pulls a box of dry milk out of her sack) and the food value is almost the same. My children have learned to like to drink this, but if yours have't yet, you could mix it half and half and make your gallon go twice as far. I don't think they could taste the difference, especially if you mixed it well and served it very cold."

Judy: "Maybe I'll try that."

Jane: "You can also use this to make hot chocolate. Mix 1 cup of dry milk, ½ cup sugar, and ¼ cup of dry cocoa together and stir into 7 cups of water. We drink it every morning for breakfast. It's a good snack, too. Would you like a cup?" (If facilities permit, Jane actually mixes and serves. After the skit, the "audience" might be served, too).

Judy: "Thanks. I'll have to make some. Maybe this will keep the kids from craving chocolate candy." (Taking out her 6 pack carton of "pop".) "I hate to show you this!"

Jane: "You should! You know that has no food value. When the children ask for a drink at my house they get this." (She takes out a large can of frozen orange juice.) "Would you believe that this will make as many glasses as your pop and for about half the cost? I sometimes freeze it into popsicles too, and the other day I stirred 4 T. of dry milk into a glass of it and we had a brand new drink. Orange milk shake!"

Judy: "How do you think of so many things?"

Jane: "Oh, I don't think of all of them by myself. I read magazines and talk to people. Even the newspaper has ideas I can try, and I get some from TV.

Judy: (Taking out her Variety Pack cereal.) "Did you get any cereal today? I got this so the children could all choose what they want."

Jane: "Yes, I got this cereal to cook. I'll have about 24 bowls of mine for about what you paid for 8."

Judy: "I can't win!" (Taking out a pound of butter) "I had to have butter today. Did you?"

Jane: "I got some margarine. Butter costs about 3 or 4 times as much as margarine and we like this just as well."

Judy: "I got some tomatoes. I guess that was a splurge too, but they're so good."

Jane: "Yes, they are good. We eat lots of them in the summer when we have them in the garden, but now we drink tomato juice" (takes out 46 oz. can). "This will go quite a bit farther than those three tomatoes and it costs less, too."

Judy: "I guess this can of peas was a better buy than the tomatoes" (takes out no. 2 can of a "best quality" brand).

Jane: "Yes, it was. I got peas, too." (She takes out no. 2 can of a lesser quality and looks at the price on both cans.) "Mine was ten cents less than yours. I'll admit yours will look prettier and taste better, but they don't have any more food value."

Judy: "Did you get any dessert? I got this frozen apple pie."

Jane: "I may have an apple pie, too. I got these apples at a pretty good price. We'll have some for dessert and probably some for snacks."

42

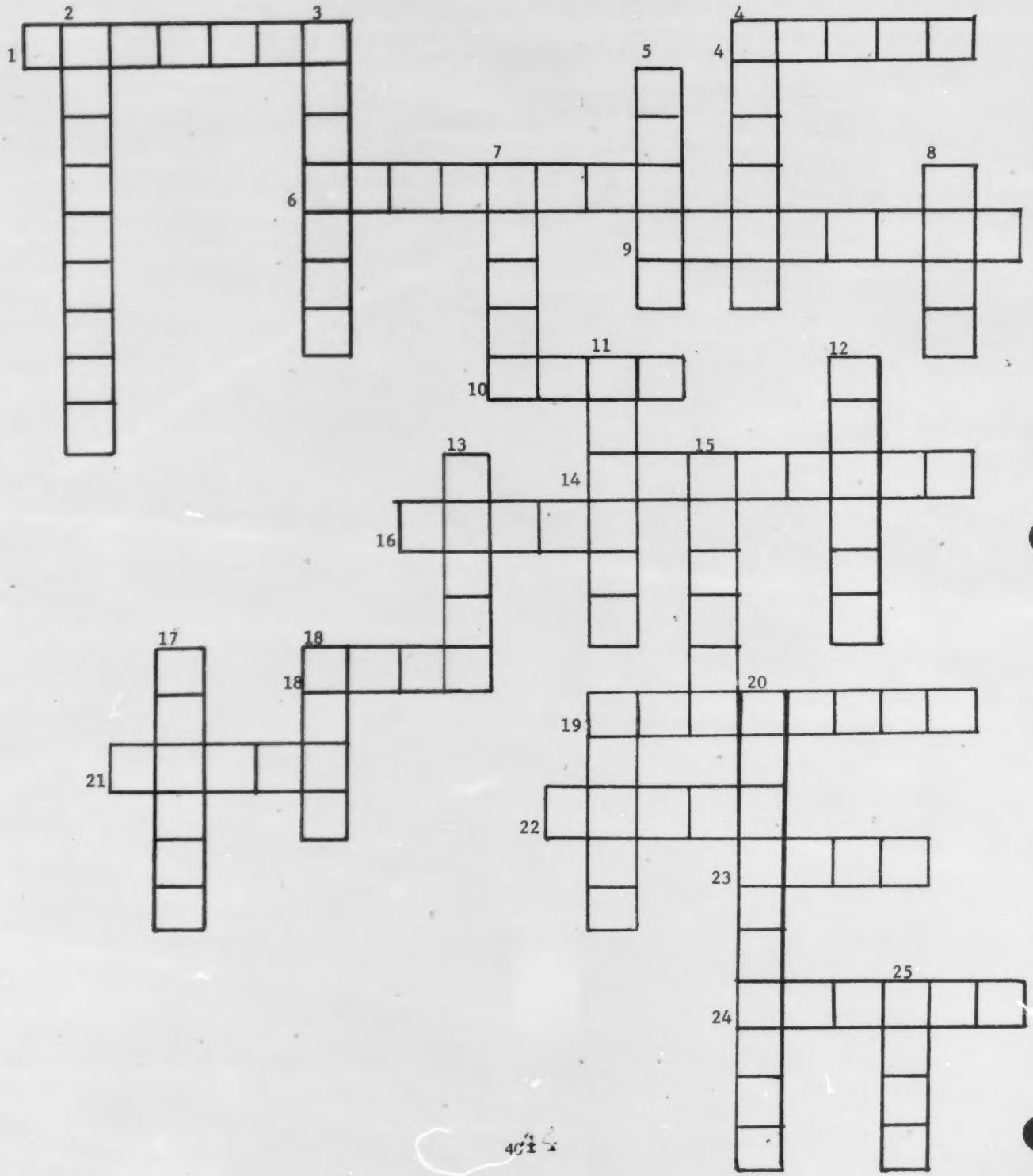
Judy: "That takes me to the bottom of my sack. Do you have so. ething else?"

Jane: "Yes, I have a box of cottage cheese, a small head of cabbage, and this pound package of carrots. I use carrots lots of ways--grated with raisins and peanuts, cooked with beef or pork roast, or just plain raw carrot sticks."

Judy: "I wish I had gotten some. I see now how you got so much more than I did for your $10. How many meals can you make with all that?"

Jane: "That's a good question. Let's find out." (Both girls plan meals, write their menus on blackboard or poster, and place food in groups to show how it is used. Jane will probably get twice as many, and hers are likely to be more nutritious. In our class Judy ran out of food after about 2½ days and most of her meals were skimpy and unbalanced. Jane had 4 days of adequate meals. We assumed a family of four in each case.)

COOKING TERMS PUZZLE



CROSSWORD PUZZLE

Food Terminology

DIRECTIONS: Select the word that fits the definition and place it in the space provided. The definitions are those of familiar cooking terms.

ACROSS

1. To bake food, usually cut in pieces, with a sauce or other liquid. The top is commonly covered with crumbs, and the food and sauce are arranged in alternate layers. A baking dish is used.
4. A mixture of liquids and dry ingredients stiff enough to knead.
6. A drink such as coffee, tea, cocoa, etc.
9. A scalloped dish made with cheese.
10. To mix by lifting with two forks or a fork and a spoon; to mix together without crushing the ingredients.
14. To season by soaking in French dressing, or to make tender by soaking in a solution of vinegar, spices and water (meats).
16. To work one or more foods until soft and creamy by using a spoon or other implement. Usually applied to combining shortening and sugar in place of blend.
18. To change from solid to liquid by using heat.
19. To cook above water; to cook in live steam.
21. To remove liquid from food.
22. To cook directly over or under the direct flame.
23. To remove outside covering.
24. To cook in a small amount of fat in a frying pan.

DOWN

2. A combination of foods usually with cream sauce, baked in an earthenware, glass or metal dish.
3. To boil until partly done or half done.
4. To coat with flour.
5. A method of mixing dough by stretching and folding.
7. To cook over direct flame, or to cook in dry heat, as in oven, in an uncovered pan.
8. To pass through a sieve as with flour.
11. To cook slowly just below the boiling point on top of the stove.
12. To brown in fat, then cook in a small amount of liquid in a covered vessel.
13. To cover cake or cookies with icing.
15. Directions for mixing foods.
17. A change in milk in which solids of the milk separate from the watery part. When cooked at too hot a temperature, custard may do this.

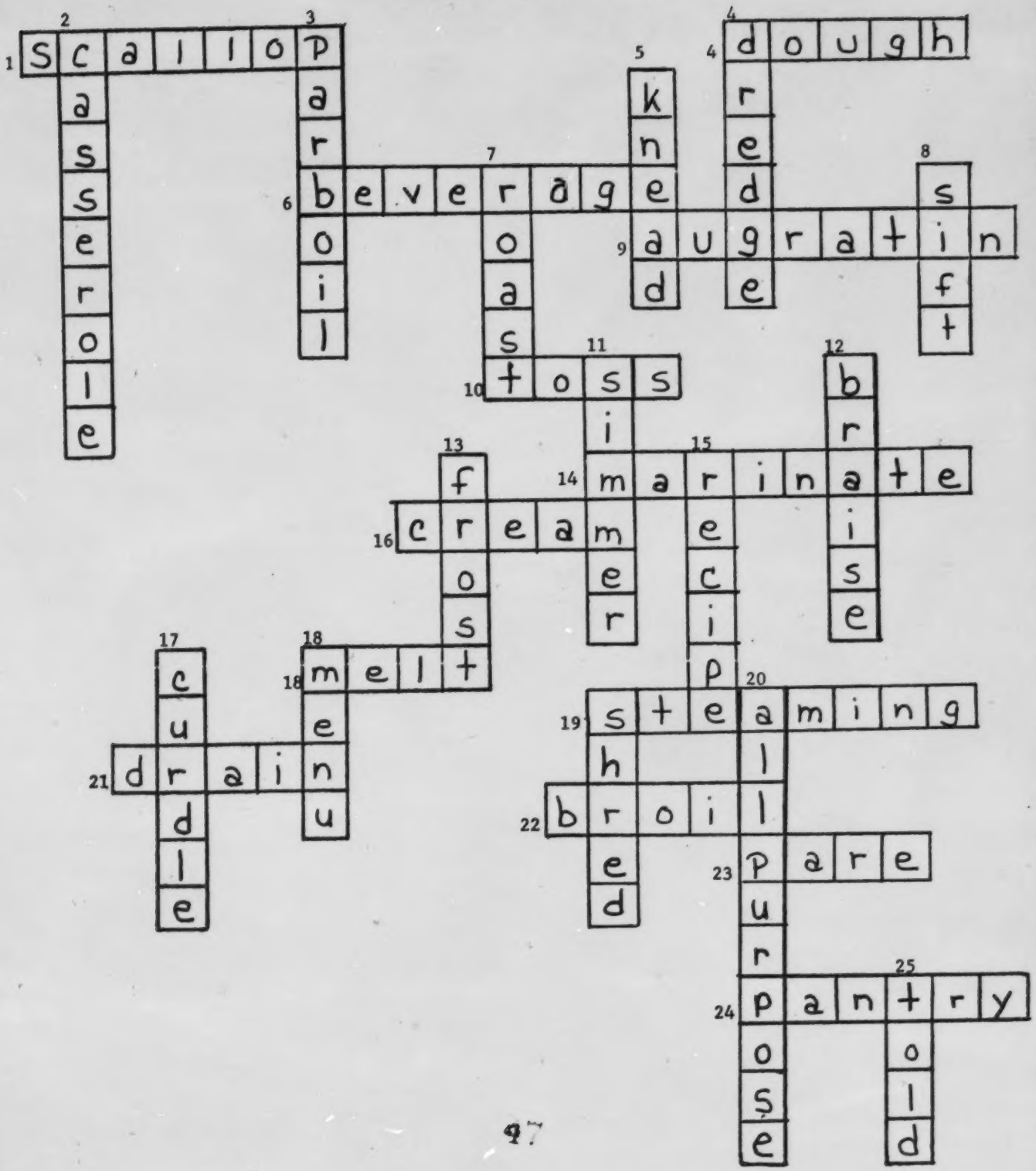
18. A list of foods for a meal.

19. To cut or slice paper thin in strips.

20 Flour that may be used for making any baked product.

25. To turn over and over lightly so as not to force air out of the mixture. It can be done with a spoon, or by operating an egg beater or mixer very slowly.

COOKING TERMS PUZZLE



CONVERSATION CUT-UPS

Use note cards and cut in half in different shapes so that they will match. Pass out to students and let them "Match up." The two partners are to tell how the two pieces relate to each other.

Conversation Cut-ups on Quick Breads

Soft dough	Biscuits
Pour batter	Popovers
Drop batter	Muffins
Quick Breads	Leavening
Quick Breads	Sugar
Quick Breads	Eggs
Baking Soda	Buttermilk
Baking Powder	Liquid
Air	Leavener
Quick Bread	Shortening
All Purpose Flour	Quick Bread
Carbon Dioxide	Heat

Developed by Tina Schlosser
Lowes High School
Lowes, Kentucky

FRUIT EXPERIMENT

Objective: The student will be able to identify the effect of sugar on the texture and flavor of cooked fruit.

Method: 1. Select four apples or pears of uniform size, shape, and condition. Pare, quarter, and core.
2. Use small, deep pans that are alike.
3. Cook in a covered pan at a simmering temperature.
4. Rank samples for texture, for sweetness of fruit, and for fruit flavor, and record in the table.

VARIETY ONE

TREATMENT	TEXTURE	SWEETNESS OF FRUIT	FRUIT FLAVORS
Cook in ½ c. water until tender			
Cook in ½ c. water until tender, add 1/8 c.sugar, cook 2 min.			
Cook in thin syrup, ½ c. water and 1/8 c. sugar, until tender			
Cook in heavy syrup, ½ c. sugar and ½ c. water until tender			

Conclusion:

THE COSTS OF DIFFERENT KINDS AND CUTS OF MEAT, FISH, AND POULTRY

Objectives: To discover that, in general, three factors affect the cost of a serving of meat, fish, or poultry: kind, quality, and cut or part.

Method: Work sheets have been prepared that present (1) the cost per unit, (2) the estimated number of servings per unit and (3) the estimated cost per servings of a variety of kinds and cuts of meat, fish, and poultry. Note cost-per-serving differences. Record the data.

Items	Total weight of cut	Cost per unit	No. of 4-oz. servings	Cost per serving
1. Hamburger				
2. Chicken legs				
3. Chicken breasts				
4. Beef pot roast No. 1				
5. Beef pot roast No. 2.				
6. Steak-Porterhouse				
7. Steak-Round				
8. Butterfly pork chop				
9. Loin pork chop				
10. Lobster tail				

EXPERIMENT: Yeast Breads

OBJECTIVE: The student will be able to compare the rate of growth of the yeast with and without sugar in dough.

METHOD: Make a stiff dough using ½ yeast cake and ¼ cup warm water. Add enough flour to make a stiff dough. Use ½ yeast cake and ¼ cup water plus 2 tablespoons of sugar. Add enough flour to make a stiff dough. Put doughs in a warm place until double in bulk. Compare the amount of volume of the two dough mixtures as well as rising time for each. Identify purpose of sugar in yeast breads.

RESULTS: _____

_____

_____

_____

CONCLUSION: _____

_____

_____

_____

EXPERIMENT: Baked Products

OBJECTIVE: The student will be able to differentiate between conventional and quick mix methods of mixing cakes.

METHOD: Compare baked products made by these methods: conventional, muffin, and quick mix. For the last two, use the quick-mix recipe and the muffin recipe given below.

Quick-Mix Cake

2¼ cups cake flour
1½ cups sugar
3 teaspoons baking powder
1 teaspoon salt
½ cup soft shortening
1 cup milk
2 eggs
1 teaspoon vanilla

Quick Method of Mixing

Use shortening containing an emulsifier, and have all ingredients at room temperature. Sift dry ingredients into mixing bowl. Add fat. Add two-thirds of the liquid. Beat for 2 minutes at medium speed with mixer or 300 strokes by hand. Add remainder of liquid and eggs. Beat 2 minutes at medium speed with mixer or 300 strokes by hand. Bake in 2 9-inch or 3 8-inch layer pans at 365°F. for approximately 20 minutes.

Muffins

Variations in manipulation:

Follow the muffin recipe, using the minimum amounts of fat and sugar. Stir the batter seven strokes and then spoon two muffins into the tins. Stir four more strokes and spoon two more muffins into the tins. Stir an additional four strokes and spoon two more muffins into the tins. Stir batter five more strokes or until smooth and shiny. Spoon the last two muffins into the tins. Use the maximum amount of fat and sugar given in the recipe and combine as in the variation above. Compare muffins made by the muffin method of combining ingredients with those made by the biscuit method.

2 cups flour
1 teaspoon salt
3 teaspoons double-acting baking powder
or
4 teaspoons single-acting baking powder
2 to 4 tablespoons sugar
2 to 4 tablespoons melted fat or oil
1 egg
1 cup milk

52

To be used with Comp. II Unit—Food and Nutrition

EXPERIMENT: Baked Products

Directions:

Sift flour, salt, baking powder, and sugar together into a bowl. Blend egg and milk thoroughly and pour into dry ingredients. Add melted fat or oil. Combine with only enough stirring to barely dampen dry ingredients. Batter will be lumpy. Bake at 425 F. for 15 to 20 minutes.

Biscuit Method: Use solid fat and cut it into the sifted dry ingredients as for biscuits.

Yield: Twelve medium or 16 to 20 small muffins

Rank the baked products made by the three methods for volume _____

_____ grain _____

and texture _____

Account for the differences you observe in the baked products _____

_____

_____

How does the quick-mix recipe differ from the two-egg baked product formula? _____

_____

Would the quick method of mixing produce a high-quality baked product with the No. 2 baked product formula? ___

Why? _____

How does the baked product from a package compare with a homemade baked product in quality _____

in cost _____ and in time required for preparation? _____

EXPERIMENT: Sugar Cookery-peanut brittle

OBJECTIVE: The student will be able to identify the effect of heat on sugar.

METHOD: Oil two plates and warm slightly. Put ½ cup sugar in a heavy iron skillet and place on a moderately hot unit. Stir, keeping the sugar spread evenly in the pan. Use enough heat to keep the sugar melting evenly but do not overheat. Press lumps against the skillet to speed melting. Pour half of the melted sugar on one oiled plate. Add 1/16 teaspoon soda to the melted sugar remaining in the skillet. Stir to blend and pour on a warm plate.

NOTE REACTIONS: _____

_____

_____

_____

_____

_____

CONCLUSIONS: _____

_____

_____

_____

_____

_____

54

EXPERIMENT: Solubility of Sugar

OBJECTIVE: The student will be able to determine the effect of temperature on the solubility of sugar.

METHOD: Place ½ cup of cold water in a glass measuring cup. Add sugar, one tsp. at a time, stirring after each addition until mixture is clear. Repeat until no more sugar will dissolve and crystals are left on the bottom of the cup. Note the amount of sugar required. Repeat with boiling water. Heat the cold solution to boiling. Will more sugar dissolve in it? How much?

CONCLUSION: _____

_____

_____

_____

_____

EXPERIMENT: Vegetable Cookery

OBJECTIVE: The student will be able to explain the effects of the method and the time of cooking on the color, flavor, and texture of vegetables.

METHOD: For each method, prepare and cook ½ pound of each vegetable according to the directions. Before using the pressure saucepan, study the directions that come with the cooker. Save a small sample of each vegetable raw to compare with the cooked. For approximate cooking times consult the A.H.E.A. Handbook of Food Preparation. In addition, boil ½ pound of green vegetable in a small amount of water, but use no salt, and ½ pound of yellow vegetable in a small amount of water, but increase the cooking time by 50 per cent. In the table, record the effects of each cooking method on the color of each vegetable.

		METHOD		
Vegetable*	Color	Boil Small Amount of Water	Boil Large Amount of Water	Pressure Saucepan
Carrots	Yellow			
Beets	Red			
Cauliflower	White			
Broccoli	Green			

*Other vegetables may be substituted if these are not available.

Which method of cooking caused the greatest changes in the colors of vegetables? Least?

How does the amount of water used to boil a vegetable affect each of the pigments?

CONCLUSION:

EXPERIMENT: Meat Cookery

OBJECTIVE: The student will be able to determine the effects of temperature and time on a less tender cut of beef.

METHOD: Cut in half a 1-inch-thick slice of top round of beef weighing approximately 1 pound. Put one half in a small saucepan with a tight-fitting lid. Add ½ teaspoon of salt and ¼ cup of water, and simmer until tender (1 to 2 hours). Put the other half in a pressure saucepan, and add ½ teaspoon of salt and ¼ cup of water. Cook for 20 minutes at 10 pounds pressure. (See directions that came with the cooker). If meat is not tender, continue cooking for 5 to 10 minutes at 10 pounds pressure. Record the cooking temperature and time in the table provided. In the table, rank the two samples for tenderness, juiciness, and flavor.

Method	Cooking Temperature (^{O}F.)	Cooking time (min.)	Tenderness	Juiciness	Flavor
Saucepan					
Pressure Saucepan					

Account for the differences in cooking time. _____

_____

Account for the tenderness of the meat cooked by both methods. _____

_____

Account for the difference in tenderness due to method of cooking. _____

_____

Which method would you use to cook round steak and why? _____

_____

What is the chief way in which heat is transferred in the saucepan? _____

_____

EXPERIMENT: Gelatin

OBJECTIVE: The student will be able to identify the effect of acid on gelatin gel.

METHOD: Measure 1½ teaspoons gelatin into each of 3 measuring cups. Hydrate gelatin with 2 tablespoons of tap water. Disperse as follows: (a) ½ cup boiling water (b) 1 tablespoon lemon juice and ½ cup minus 1 tablespoon of boiling water (c) 2 tablespoons lemon juice and ½ cup minus 2 tablespoons of boiling water. Pour 2 tablespoons (30 milliliters) of each dispersion into each of 3 test tubes. Pour the remainder of each gelatin sol into ½-cup-capacity gelatin molds. Put molds and test tubes in an ice water bath. Examine molds at intervals. In the table provided, record the time each required to set, and rank the gels for stiffness. Invert the 3 test tubes and record in the table the time required for each gel to liquefy.

Lemon Juice	Boiling Water		Setting Time	Liquefying Time
None	½ cup			
1 Tbsp.	½ cup minus 1 Tbsp.			
2 Tbsp.	½ cup minus 2 Tbsp.			

QUESTIONS:

What is the effect of acid on the setting time of a gelatin gel? _____

_____

_____

What is the effect of acid on the stiffness of a gelatin gel? _____

_____

_____

What is the effect of acid on the liquefying time of a gelatin gel? _____

_____

_____

EXPERIMENT: "Ready Made" Dishes

OBJECTIVE: The student will be able to identify the cost of convenience of ready made dishes.

METHOD: Main-dish and other specialty items
An assortment of products has been made available.
From among them select _____ to study thoroughly.
Organize the information that you can derive from labeling according to the table below. Analyze each of the selected products from two points of view: (1) that of the homemaker with a conservative budget for food; (2) that of the wage-earner homemaker with little time and ample money for meals.

Item	Cost, weight, No. of servings	Main ingredients in order of predominance	Ingredients that must be added	Estimated cost of convenience	Cost of convenience
1.					
2.					
3.					
4.					
5.					

EXPERIMENT: Meat in Readymade Dishes

OBJECTIVE: The student will be able to identify differences in cost of meat in readymade dishes.

METHOD: An exhibit has been prepared of some commonly purchased ready-to-eat main dish items. At some time during the period scrutinize it. Select _____ for study. Record the data prepared by careful examination of these.

Items	Cost and weight of item	Weight of cooked meat or fish	Other major ingredients	Grams protein per serving
1. _____ TV Dinner				
2. Chicken Pot Pie				
3. Beef Stew				
4.				
5.				

1. Name the items that provided as much protein as a serving of meat.

2. For good nutrition, it would be necessary to introduce protein in meal planning. Plan meals around two of the above that are poor in protein.

3. Account for the real cost of items like chicken pot pies.

BOOKS

FOR CLASS USE

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Hautzig, Esther. Redecorating Your Room for Practically Nothing. New York, New York: Thomas Y. Crowell Company, 1967. (Order from: Thomas Y. Crowell Company, New York, NY, $4.50)

Horn, George. Posters. Worchester, Massachusetts: Davis Publications, 1969. (Order from: Davis Publications, Worchester, MA, $6.50)

Marks, Mickey Klar. Collage. New York, New York: The Dial Press, 1969. (Order from: The Dial Press, New York, NY, $3.95)

Purdy, Susan. Christmas Decorations for You to Make. New York, New York: J. B. Lippincott Company, 1965. (Order from: J. B. Lippincott Company, New York, NY)

Seidelman, James E., and Mintonye, Grace. Creating Mosaics. New York, New York: Crowell-Collier Press, 1967. (Order from: Crowell-Collier Press, New York, NY, $3.95)

Voorst, Dick Van. Corrugated Carton Crafting. New York, New York: Sterling Publishing Company, 1971. (Order from: Sterling Publishing Company, 419 Park Avenue South, New York, NY)

FILMS

All films listed below may be ordered from: Audio-Visual Services, Porter Building, University of Kentucky, Lexington, KY 40506.

Arts and Crafts of Mexico. (11 min. Rental, $2.00)

Batik Rediscovered. (Color, 9 min. Rental, $4.00)

Cutting and Pasting. (Color, 11 min. Rental, $4.00)

Discovering Creative Pattern. (Color, 17 min. Rental, $6.00)

Eskimo Arts and Crafts. (Color, 21 min. Rental, $5.50)

Finger Painting Techniques. (Color, 11 min. Rental, $4.00)

Let's Make Puppets. (11 min. Rental, $2.00)

Painting with Sand--Navajo Ceremony. (Color, 11 min. Rental, $4.00)

Paper Sculpture. (Color, 8 min. Rental, $3.00)

PERIODICALS

Seventeen's Make It! (Order from: Seventeen's Make It! 320 Park Avenue, New York, NY 10022, $1.00)

PAMPHLET SOURCES

Aleene's Inc., Temple City, California 91780. (Approximately 50 cents each)

B1	Simplified Gold Leafing
B4	Ribbon Novelties
B5	Egg Carton Novelties
B6	Chenille Craft
B7	Glue and Glaze
B8	Tricks and Tacky
B16	Net Novelties
B21	Ribbon Flowers
B22	Tissue Paper Terrifique
B23	Dream Puff Designs
B24	Newspaper Mache and Projects
B27	A Flair with Felt
B28	Projects Made of Folded Magazines
B29	Decorating with Macaroni
B30	Egg Carton Ideas
B31	Projects with Cups (Paper and Plates)
B32	Tricks with Tissue
B34	Basic Designs with White Foam
B35	Fun with Plastic Bottles
B36	Fun with Foil
B38	Cardboard Tube Fun Ideas
B41	Draping with Junk
B42	Creating with Plastic Bottles
B48	More Folded Magazine Projects
B49	Feather Fun
B50	Bits of Paper
B52	Feather Fantasies
B53	Decorate Your Discards
B54	Trim Your Trash
B55	Burlap Boutique
B56	Decorating with Decoupage
B57	Draped Dolls from Discards
B58	Glitter Your Garbage

Craft Course Publishers Inc., Rosemead, California. (Approximately $1.00 each)

H100	Finishing with Gold Leaf
H112	Nylon Net Novelties
H113	Cookin' Crystal Flowers
H114	Magic with Tin Cans
H115	Fun with Papier Mache
H116	Papier Mache and Draped Figures
H117	Creating in Felt
H118	Exotic Paper Flowers
H119	Fun with Craft Sticks
H120	The Art of Decoupage
H121	Dolls, Old and New You Can Make
H122	Antiquing the Easy Way
H123	Lamps and Lanterns for Any Decor
H124	Beauty in Boutiquing
H126	Instant Mache Decor
H132	How to Arrange Flowers
H133	Ribbon Straw, an International Handicraft
H134	Creating with Cookin' Crystals
H137	Burlap Bounty
H139	Brush Artistry Designs
H140	Pearl Parchment Potpourri
H141	Decorative Painting, Tole, Dutch
H143	Bread Dough Artistry

62

H144 Repousse Board Art
H145 Bloomin' Pots
H155 Magic with Marbles
H156 Poured Candles and Trims
H157 Plaster Casting and Finishes
H158 Fantasies of Foil and Metal
H159 Art Foam Fun for Everyone
H160 Casting in Clear Plastic
H161 Liquid Plastic Artistry
H166 Tissue Paper Art
H168 Feather Flowers and Arrangements
H169 Indian Crafts and Beadwork
H170 Chenille Fun
H171 Plastic Bottle Fun
H172 Contemporary Shell Craft
H173 Fun with Felt
H174 Sculptured Wax
H176 Cloth Mache Sculptures and Finishes
H177 Decoupage, Start to Finish
H178 Glass Like Flowers, the Shape and Dip Way
H180 Make It With Yarn 'n Burlap
H181 New Fashions--Flower Making
H182 Three Dimensional Decoupage
H183 Decorating Ideas for the Year Around
H185 Magic with Ribbon Straw
H187 Creating Candles
H188 Beautiful Flowers 'N Things
H189 Egg Carton Magic
H190 Egg Carton Flowers
H191 Bead and Pearl Jewelry
H192 Furry Novelties

Graff Publications, Inc., 910 North Marshfield Avenue, Chicago, IL 60622
Craft Sticks Projects No. 1 $.50
Craft Sticks Projects No. 2 $.50
Craft Sticks Projects No. 3 $.50
Make It with Craft Sticks $1.00
Honeycomb Candles $1.00
Centerpieces and Favors $1.50
Group Projects for Boys $1.00
Group Projects for Girls $1.00
Designs for Everything $.50
Cork Projects $.75
Art Foam Projects $.50
Christmas Styrofoam Projects $.50
Styrofoam Projects No. 1 $.50
Styrofoam Projects No. 2 $.50
Felt Projects $.50
Christmas Gifts and Trimmings $.50
Rainy Day Projects $.50
Felt and Fabric Projects $.50
Make Your Own Gifts $.50
Boys' Fun and Craft Book $.50
Scrap Craft Projects $.50
Seasonal Party Table Decorations $.50
Mosaics, Simplified $.50
Paper Projects $.50
Make it with Cardboard $.50
Bottles, Jars, Tin Cans, Wire $.50
Crafts the Easy Way $.50
Kitchen Cupboard Handicrafts $.50
Easy Handicrafts for Children $.50
Make It of Wood $.50
Toys and Novelties $.50

Over 230 Handicraft Projects for Children $.50
Bazaar Specialties $.50
Make It with Plastic Bottles $.50

Make It with Milk Cartons $.50
Make It with Paper Plates $.50
Make It with Oatmeal Boxes $.50
Make It with Coffee Cans $.50
Make It with Cardboard Rolls $.50
Make It with Eggshells, Etc. $.50
Make It with Plywood $.50
Make It with Macaroni and Cereal $.50
Make It with Styrofoam $.50
Make It with Plastic Bags $.50
Christmas Decorations $.50
Make It with Soda Straws $.50
Gift Wraps and Ties $.50
Make It with Yarn $.50
Make It with Socks and Stockings $.50
Make It with Buttons, Beads $.50
Make It with Spools $.50
Make It with Floor and Furniture Covering $.50
Make It with Sequins, Glitter $.50
Blue and Gold Book $.50

PAMPHLETS

Christmas with All the Trimmings. William E. Wright Company, 01092, 1970. (Order from: William E. Wright Company, 01092, $.60)

Cox, Artelia Moore. Arts and Crafts Are More Than Fun in Special Education. Danville, Illinois: The Interstate Printers and Publishers, 1970. (Order from: The Interstate Printers and Publishers, Danville, IL)

Fillbrandt, Mary. Candle Craft. Cunningham Art Products. (Order from: Cunningham Art Products, The Royal-Craft Library, $1.25)

How to Make Art Tissue Flowers. Chicago, Illinois: Bemiss-Jason Corporation. (Order from: Bemiss-Jason Corporation, Chicago, IL, $.79)

Instant Papier Mache. Marshall, Texas: Celluclay Company, 1967. (Order from: Celluclay Company, Marshall, TX, $1.00)

Magnetic Art Foam Book-Patterns and Instructions. Harold Mangelsen and Sons, 1971. (Order from: Harold Mangelsen and Sons, No. 710, $.75)

Mod Podge Idea Book. Chicago, Illinois, 1968. (Order from: 2451 South Ashland Avenue, Chicago, IL 60608, $1.00)

A Splash of Splendor. Cunningham Art Products. (Order from: Cunningham Art Products, The Royal-Craft Library, $1.25)

More Adventures in Celluclay Instant Papier Mache. Marshall, Texas: Celluclay Company, 1969. (Order from: Celluclay Company, Marshall, TX, $1.00)

Patterns and Instructions for Using Metallic Foil and Metallic Netting. Chicago, Illinois: Fibre-Craft Materials Corp. (Order from: Fibre-Craft Materials Corp., Chicago, IL, $.39)

Whitney, Le Jeune, Basic Batik and Dyeing. Sunnyvale, California: Le Jeune, 1971. (Order from: Le Jeune, Sunnyvale, CA 94086, No. LJ-310, $1.25)

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Crawford, Marguerite Cain and Fuller, Marietta Cain. Cornshuck Crafts. New York, New York: Fuller Exposition Press, 1967. (Order from: Fuller Exposition Press, 386 Park Avenue South, New York, NY 10016, $3.50)

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Lobley, Priscilla. Flower Making. New York, New York: Taplinger Publishing Company, 1969. (Order from: Taplinger Publishing Company, New York, NY, $5.50)

Meilach, Dona Z. Creating Art from Anything. Chicago, Illinois: Reilley and Lee, 1968. (Order from: Reilley and Lee, Chicago, IL, $6.95)

Valentin, Maria Di. Practical Encyclopedia of Crafts. New York, New York: Sterling Publishing Company, 1970. (Order from: Sterling Publishing Company, 419 Park Avenue South, New York, NY, $16.79)

Wasley, Ruth and Harris, Edith. Bead Design. New York, New York: Crown Publishers, 1970. (Order from: Crown Publishers, New York, NY, $6.95)

SAMPLE QUESTIONNAIRE

YOUR HOME ENVIRONMENT

Complete and discuss the following points to stimulate student thinking.

Let's explore some ideas you have about home as an environment.

1. Home means different things to different people. Pause for a moment and think about your ideas of what a home is. Jot down your ideas below.

2. There probably are some things about your home environment you consider important and satisfying. List them in order of their importance to you.

3. How might another person or family member living in your home answer number 2?

4. There sometimes are limitations so you cannot achieve all that you would like to in your home. What are these limitations? Suggest ways to achieve what you want in spite of these limitations.

5. Consider some ways that your home affects your behavior. For example where and when can you--

	where	when
have a friend over -	_____	_____
have a party -	_____	_____
play with a pet -	_____	_____
watch TV -	_____	_____
eat a meal -	_____	_____
talk on the phone -	_____	_____
listen to a radio or stereo -	_____	_____
be alone -	_____	_____
read or study -	_____	_____
play, dance, sing, shout -	_____	_____

6. Can you do any of these activities in more than one place in your home? Why/Why not? Can you do these things only at certain times? Why?

7. Suggest ways to make your home more flexible so more of these activities could be done in more places and at other times.

CHECK LIST FOR SAFETY IN THE HOME

Safety Measures	Yes	No	Sometimes
KITCHEN:			
1. Knives or other cutting tools properly stored.			
2. Appliances and equipment in good repair.			
3. Cleaning agents properly labeled, stored in special area.			
4. Storage areas well planned and orderly.			
5. Electrical appliances in good condition and away from water.			
6. Knives out of children's reach.			
7. Pots used on the stove have handles turned toward the inside.			
8. Floors clean and dry but not slippery with wax.			
9. Matches kept out of children's reach.			
10. Curtains far enough away from the stove.			
11. Poisons, flammable substances and aerosol cans out of reach and away from heat?			
BATH:			
1. Medicines and toxic substances properly stored and labeled.			
2. Slip-proof mat in bathtub and shower.			
3. Non-skid rugs on floor.			
4. Electrical appliances limited to those solely for bathroom use.			
5. Handrail in bathtub.			
6. Medicines out of young children's reach.			
7. Soap left in soap dish where it won't cause falls.			
8. Razor blades out of children's reach.			
9. Bathroom cleaners out of children's reach.			
BASEMENT AND ATTIC:			
1. Oily rags in metal or fireproof containers.			
2. Furnace properly cleaned and inspected.			
3. Periodic cleaning to eliminate litter.			
4. Adequate lighting.			
5. Stairs with wide risers.			
YOUR OWN BEDROOM:			
1. Drawers closed.			
2. Furniture in place.			
3. No objects on floor whereby someone could slip.			
4. Light or light switch near bed.			
LIVING ROOM:			
1. Light switches near entrance to room.			
2. Rug edges fastened down.			
3. Electric cords out of traffic paths.			
4. Chairs and other furniture in good repair.			
5. Ash trays available for smokers.			
6. Area rugs skidproof.			
OTHER AREAS:			
1. Stairway and landing well lighted.			
2. Porches, steps and stairs in good condition.			

Safety Measures	Yes	No	Sometimes
3. Adequate lighting in interior of home.			
4. Adequate lighting for exterior walkways.			
5. Electrical appliances properly grounded.			
6. Stairway free of objects.			
7. Guns emptied of ammunition and kept out of reach of children.			
8. Gate protection at head of stairway for small children.			
9. Handrail on stairway in good condition.			
10. Fireplace properly screened.			
11. Fire extinguishers available and operative by family members.			
12. Locks on doors and windows.			
13. Wiring which is inspected and adequate.			
14. Scatter rugs of the non-skid variety.			
15. Stairway free from loose rugs at either top or bottom.			
16. Fuses of proper size used in fuse box.			
17. Electrical outlets adequate so as to avoid electrical cords running under rugs, or improper use of extension cords.			
18. Electrical appliances kept in good repair with no frayed cords.			
19. Adequate wiring to avoid overloading of circuits.			
20. Non-skid surface on steps.			

THOUGHT SHEET
ON RECOGNIZING AND APPRECIATING BENEFITS FROM HOME

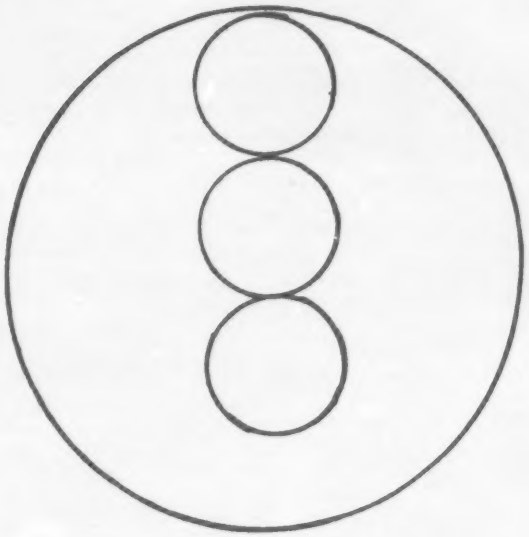
Directions: Complete the following statements in relation to your home. Write your first thought as you read each sentence.

1. When I am tired, I can _____
2. When I need to be alone _____
3. People like to come into our home _____
4. To me, my bedroom is _____
5. In referring to my home, other people _____
6. My drawers are not to be opened by _____
7. When I want to visit with my father _____
8. When I wish to work on a hobby _____
9. When small children play in our house _____
10. When I want to study _____
11. When I entertain friends, my family _____
12. I have a favorite chair in the living room because _____
13. The temperature in my home _____
14. My mother makes our home _____
15. When I am away from home _____
16. I like cleaning day because _____
17. The furniture in my room _____
18. Our family _____

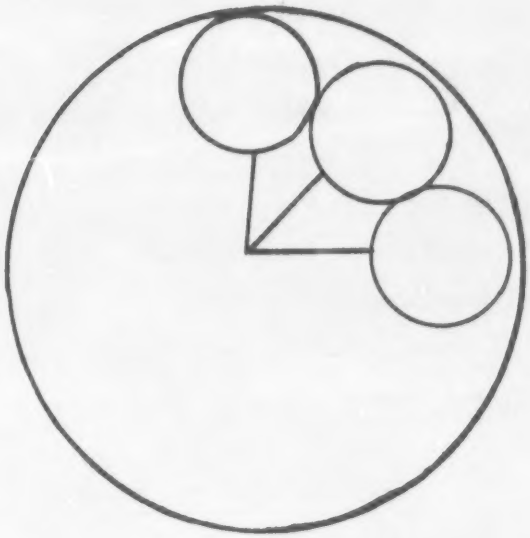
Now that you have completed your statements, go back over them and list the general benefits you have from your home.

WORK SHEET ON COLOR HARMONIES

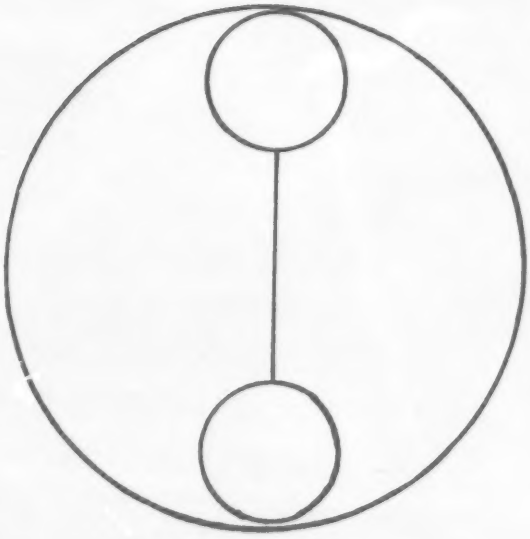
Use your favorite colors or combinations of colors. Make the color harmonies named below with water colors.



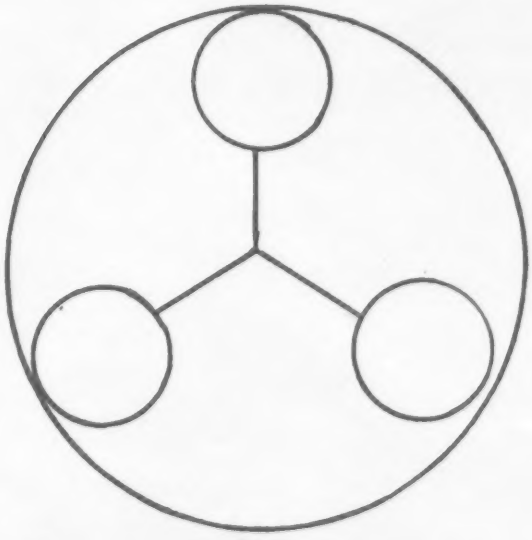
MONOCHROMATIC



ANALOGOUS



COMPLEMENTARY



TRIAD

WORK SHEET ON COLOR

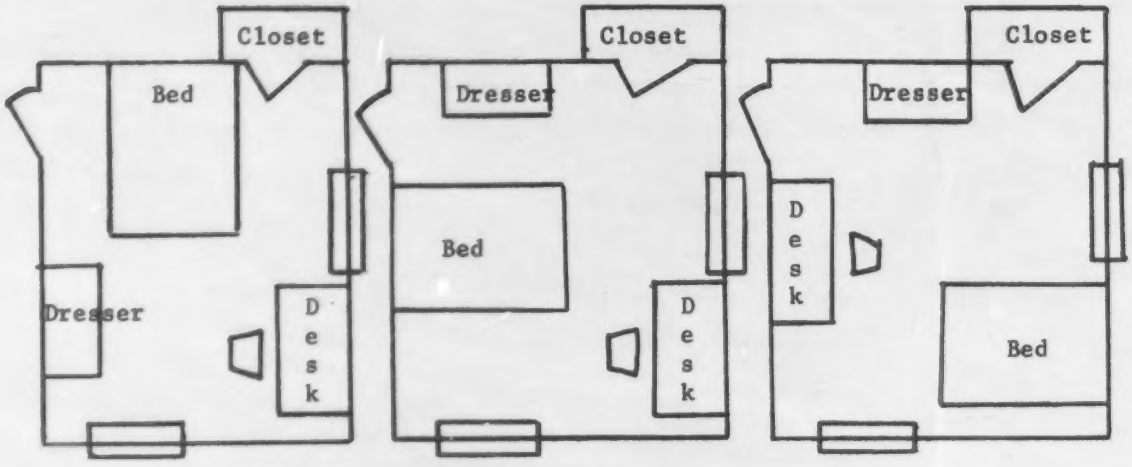
DIRECTIONS: READ CAREFULLY

A. The primary colors are blue, yellow and red. These will be the only colors* that you will need to answer the following questions.
B. The mixing of equal amounts of two primary colors produces a secondary color.
C. The mixing of equal amounts of a primary and the secondary next to it on the color wheel produces an intermediate color.
D. By mixing your own colors, each of you should be able to answer the following questions.

1. _____, _____, and _____ are the hues from which all other colors can be derived, hence, they are called the primary colors.
2. _____ is the secondary color made from _____ and _____.
3. _____ is the secondary color made from _____ and _____.
4. _____ is the secondary color made from _____ and _____.
5. State the rule that applies to numbers 2, 3, and 4. _____
6. _____ is the intermediate color produced by mixing the primary _____ with the secondary _____.
7. To lighten a color or make a tint, add _____.
8. To make a hue darker, one should add _____ to make its shade.
9. There are two ways of making a bright color appear grayed or softer. To gray a color and make it less intense, one may add either _____ or _____ to the color.
10. Colors associated with objects we normally think of as being warm are called "warm colors". Of the three primary and the three secondary colors, _____ and _____ and _____ are the warm colors.
11. Colors associated with objects we think of as being cool are called "cool colors". Of the three primary and the three secondary colors, _____, _____ and _____ are the cool colors.
12. _____, _____ and _____ colors on the color wheel seem to advance or would make furnishings appear heavier.
13. _____, _____ and _____ colors on the color wheel seem to recede and would therefore make the furnishings smaller.
14. _____ is another name for the word "color".

*Water colors or food coloring

WORKSHEET OR BULLETIN BOARD IDEA ON "WHICH ARRANGEMENT DO YOU PREFER?"*



In the dresser are:
- lingerie
- hose
- scarfs
- cosmetics

In the closet are:
- dresses
- shirts and blouses
- coats
- hats
- purses

On the closet door are:
- shoes

In or on the desk are:
- books
- school notes

Pretend that you are in each of these rooms dressing. Draw lines where you would walk. Draw one line for each time you would walk from one place to another. Now which arrangement do you prefer?

What Difference Does It Make?

If things you use in one "operation" are stored near each other:

1. Extra steps are eliminated
2. You can use the time and energy you save to do something else that may give you more satisfaction.
3. Two persons may use a room with less confusion.

Suggestions for use: This technique was developed for middle adolescence but it may be used with late adolescence and adults. The teacher may find it desirable to draw a large scale on the blackboard and with chalk lines show students how to trace paths. Girls and boys could also use their own rooms to evaluate different arrangements of storage space.

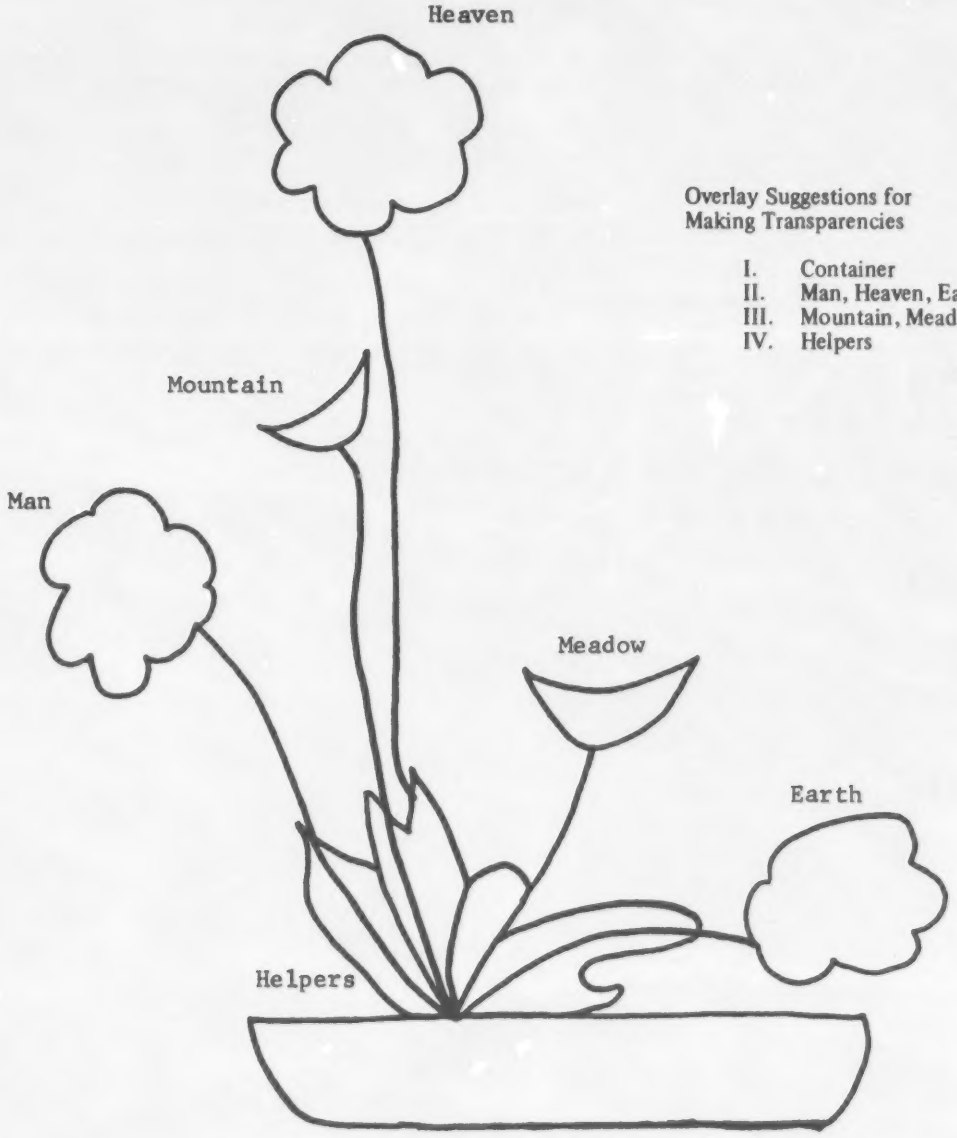
An interesting bulletin board could be made by drawing a large scale room on heavy cardboard or fiberboard. A colored string, fastened by pins or tacks, could be used to trace traffic between the different storage areas.

*Pennsylvania Curriculum Guide

72

TRANSPARENCY FOR OVERHEAD PROJECTOR
TO USE IN DEMONSTRATING PRINCIPLES OR FLOWER ARRANGING

ORIENTAL FLOWER ARRANGEMENT



Overlay Suggestions for
Making Transparencies

I. Container
II. Man, Heaven, Earth
III. Mountain, Meadows
IV. Helpers

Color Key

Black:	Vase and lettering
Rose:	Heaven, Man, Earth
Deep rose:	Mountain and Meadow
Green:	Helpers

Hint: Use adhesive cellophane
Use overlay technique

73

VALUES CHECK LIST

The following check list would aid students to recognize their own values:

Directions:
Rate the following statements by placing number one in front of the statement you feel is the most important to you, number two in the second most important statement, etc. Use the numbers one to five. There is no right or wrong rating. This check list is for your own use–for your own personal thinking. Please do not hand in.

_____1. I like to have people think well of me. I enjoy my friends and like to do things with them. I think close friendship makes for happier living.

_____2. I want my family to be happy. I want to arrange my room so other family members will be content. I believe it is important for families to work and play together.

_____3. I believe my education is important, for now and in the future. I want a quiet area. I like reading materials to be readily available.

_____4. I want to express myself. I like to be able to do things that interest me. I think it is important to be creative. I like pretty things.

_____5. I want people to respect my family and home. I want my family to be well known in our community.

After the students have used the "Values Check List" discuss what they recognized as the values expressed by the statements. A student could list the basic thoughts on the chalkboard.

Examples of what some of the thoughts may be are as follows. These would vary.

Statement 1. Friendship or area for entertaining friends.

Statement 2. Family life or sharing a room.

Statement 3. Education or study area; privacy.

Statement 4. Hobby area or privacy; creativity; express personality.

Statement 5. Prestige or desire to be well liked.

SAMPLE MINUTE DRAMAS

1. Engaged Couple, Freda and Ed

Freda - Let's buy that cute little house down the street from our folks, Ed.

Ed - Nothing doing - er - sweetheart. You won't catch me living in Quaker Heights.

Freda - Why, Ed, I don't know how you can say that, we've both grown up here and all our friends live here!

Ed - Not all our friends. It's a big world. At the office when you say "Quaker Heights" they consider you almost in the slums.

Freda - Not so, Ed! It's perfectly respectable!

Ed - Nevertheless, I'll live in a neighborhood with a fine name even if we have to live on bread and water the first year!

VALUE – STATUS

2. Ruth and Todd Clark are Shopping for a Home

Todd - Yes, it will take a lot of money to remodel this old house, Ruth, but look at that beautiful marble fireplace.

Ruth - Can't you just see the Victorian love seat by the fireplace and Aunt Ruth's Persian rugs on the floor?

Todd - You'd never get a new house with rooms big enough to hold the antiques we've collected.

Ruth - Oh, Todd, Let's buy it! I know it will have disadvantages - creaky floors and wind whipping around doors - but we grew up in old houses like that and we survived, didn't we?

VALUE – TIES WITH THE PAST – SENTIMENT

CHECK LIST
FOR HOUSING FEATURES AND THE LIFE CYCLE

Directions: In the space opposite the individual housing features, check the stage of the family life cycle which that feature would apply to.

Housing Features	Early Years	Crowded Years	Peak Years	Later Years
1. One story home				
2. Two story home				
3. Split level home				
4. Two story with 1 bedroom on ground level				
5. One story with 2 bedrooms				
6. One story with 3 bedrooms				
7. Two story with all bedrooms on 2nd floor				
8. Two story with bathroom on 2nd floor				
9. Two story with 1 bathroom on 1st .				
10. One story with 2 bathrooms				
11. Basement				
12. Attic				
13. Fireplace				
14. "Mud" room near back door				
15. Back porch				
16. Front porch				
17. Large kitchen				
18. Small kitchen				
19. Living room				
20. Dining room				
21. Living-dining room combination				
22. Family room				
23. Recreation room in basement				
24. Large kitchen with eating area				
25. Small kitchen with eating area				
26. Laundry room in basement				
27. Utility room on 1st floor				
28. Wookroom				
29. Sewing room				
30. Guest bedroom				

At which stage in the life cycle would people most likely live in the following type dwellings:

Mobile Home _____

Apartment _____

Condominium _____

One story home (2 Bedrooms) _____

Split level home (4 Bedrooms) _____

Duplex _____

Retirement Manor _____

Nursing Home _____

Campus Housing Unit _____

One-room apartment _____

77

SKIT, "THE FORMULA" –
OR ABILITY PLUS RESPONSIBILITY EQUALS SELF-CONFIDENCE

This skit is written to create a desire on the part of the student to develop the skills presented in this unit and to assist the student in comprehending the relationship between responsible action and his feelings of satisfaction and appreciation and, consequently, to build his self-confidence and aid him in his relationships with his family and society.

Note: This skit could be used in a relationships, management, or other appropriate area of learning.

CHARACTERS Julie, a young teen-age girl
Mother, Julie's mother
Kathy, friend of Julie
Quiet voice--reader who takes the place of elaborate props and fills in the action

SCENE Julie's home, right after school

QUIET VOICE: Julie is coming into her house after school. Her arms are full of books, and she is carrying her coat.

JULIE: Hi, Mom.

QUIET VOICE: Julie slings her books on the table, kicks off her shoes as she comes through the living room, drops her coat on a chair, and walks over to her mother.

MOTHER: Julie, for heaven's sake, hang up your coat--and don't leave your shoes there--and look at your books; that's no way to care for them.

JULIE: O.K., O.K., but do you always have to nag? Every time I move lately, somebody's nagging at me.

QUIET VOICE: Julie starts to pick up her things.

MOTHER: It's just that you should be showing responsibility for your own things.

JULIE: RESPONSIBILITY! RESPONSIBILITY! If I hear that word one more time....You should hear these DUMB teachers, Mom, they're "hooked" on that word. Every one of them!

MOTHER: Oh, Julie, it sounds as though you had a hard day.

JULIE: It's the worst day of my whole life! And it doesn't help a bit to have every one of those dumb teachers screaming responsibility all day long (she flops in a chair, and sighs loudly). It all started this morning in band. I forgot my flute this morning and Mr. Benson gave me an F for the day. Then in English Mrs. Richard wouldn't let me borrow a pen for my theme, so I'll get docked a grade on that. And then to top it all off, Kathy didn't wait for me to go to the library to study with her, I was only half an hour late. It wasn't my fault I lost my locker key, and that dumb janitor was so SLOW getting up there. And then that dumb . . . .

MOTHER: Oh, Julie (laughing sympathetically), there can't be any more.

JULIE: Well, there is! In Home Ec. class that dumb Miss Johnson says, "Tomorrow we will start our new unit in caring for our rooms." (with sarcasm) Big deal! and guess what kind of goodies it will include--making our beds, and caring for our things. Wow! Mom, have you ever heard anything so stupid? Learning to make a bed–a bed? It's the dumbest thing I ever heard. Everybody can throw their covers up--it's so stupid. Everybody makes their beds!

MOTHER: (giving Julie a quick hug) You scoot upstairs and change while I go into the kitchen and fix you a snack--you need some motherly care! And don't forget your shoes!

QUIET VOICE: A few minutes pass. Mother is drinking a cup of coffee, waiting for Julie to come down. We hear Julie's slow footsteps, and she comes into the room slowly, head down, and looking very guilty.

JULIE: Mom . . . . . .(Pause) . . . . . .Mom? . . . . . .

MOTHER: Yes?

JULIE: (helplessly)My bed's not made. My room's a mess! She shrugs, and makes a face. (She goes over to her mother. They look at each other for a bit, and then burst out laughing.)

QUIET VOICE: This is the end of Scene I.

EVALUATION OF SCENE I — A list of key questions is given to the class members. These can be on a mimeo sheet or shown on the overhead projector. They will aid in the discussion of Scene I.

Key Questions for Scene I:

1. Why is Julie so unhappy?
2. Is her mother scolding, reminding or nagging?
3. What adjective would describe Julie's behavior? What actions point to that description?
4. To whom was Julie giving the blame for her "bad" day?
5. From the scene just given, would you say Julie is a valuable family member? Friend? Student?
6. Is there hope for Julie? If you think the answer is "yes," what action indicates to you that there is hope?
7. How did the mother's calm and understanding attitude help Julie come to the conclusion that she does have room for improvement ?

SCENE II

QUIET VOICE: We now return to the home of Julie. Two months have passed since the curtain lowered on this house. Again, Julie is coming home from school. With her is her friend, Kathy, and as they enter . . . . . .

JULIE: Hi, Mom! Come on in, Kathy. Here, I'll put your coat on the hook.

QUIET VOICE: Julie carefully hangs her own and her friend's coat. She places her books on the table.

MOTHER: It's nice to have you girls come in so happy. Had a good day?

KATHY: We really have. We want to finish our report now after school, as we have an FHA meeting tonight.

JULIE: Oh, that's right. Mom? Do you suppose it would be better if I set the table for supper tonight, instead of doing the dishes? Our committee meeting is at 7 and I don't want to be late.

MOTHER: That would be fine. Are you girls going to study in the den?

JULIE: No thanks, Mom, we're going to study in my room.

QUIET VOICE: They go upstairs chatting together. As they enter Julie's room and settle themselves . . . . . .

KATHY: It's so nice to be up here, Julie. Sure beats that long walk home from the library where we did the last report. Gosh! I'm studying in YOUR room more than my own lately. (pause) But...if you could see my room, you'd know why. (She looks around.) It's not that my room isn't nice--but there is always such a mess in it. (pauses and breathes deeply) Your room even SMELLS good. It's so clean and nice, and look at your dresser. (They both look and Julie stands a bit straighter and smiles.) It shines! (pause) Mine is such a cluttered mess you couldn't tell if it were shining or not. (She laughs nervously). Oh, well---my mother insists I clean it myself. So---you know what that means! 79

JULIE: So does mine. (pause) I take care of my own room.

KATHY: REALLY? ALL by yourself?

QUIET VOICE: BOTH GIRLS ARE SILENT. Julie looks around her room and smiles. Kathy looks around and is very serious.

KATHY: Julie, let's be serious for a minute. How can you do it? All the time, I mean...and all alone. (pause) I really wish I knew how, Julie. When did you ever learn how?

JULIE: Well . . . . . It's like this . . . . . DO YOU REMEMBER THE DAY I FORGOT MY FLUTE, AND LOST MY LOCKER KEY, AND DIDN'T GO TO THE LIBRARY TO STUDY WITH YOU? WELL . . . . . .

QUIET VOICE: Scene ends as girls start to talk.

EVALUATION OF SCENE II At this time, the list of key questions for Scene II is made available.

Key Questions for Scene II:

1. What has made the difference between these two scenes?
2. In what ways does Julie prove that she is more responsible?
3. Where do you think Julie learned to care for her room? Is that the only resource you can think of? What other helps do you think she could have had?
   (Note: These questions are here to assist the student in a "thought search" for information. The students should like the resource material that will be used in the unit--and they might give you a new one--they often have excellent ideas.)
4. What changes do you think there are in Julie's relationships with her:
   a. family b. friends c. teacher
5. Does Julie take pride in her accomplishment? Give two proofs.
6. Do you think Julie is happier than in Scene I? Why?
7. Is there hope for Kathy? (Kathy is not in Julie's Homemaking Class.)
8. List ways that Kathy can learn to clean and care for her room. She is not enrolled in homemaking.

FINAL EVALUATION

THOUGHT QUESTION - "HOW DOES ASSUMING RESPONSIBILITY RELATE TO SELF-CONFIDENCE: TO FAMILY RELATIONSHIPS; TO GOOD CITIZENSHIP?"

80

CASE STUDIES FOR ANALYZING VARIOUS FACTORS IN CHOICE OF HOUSING AND HOME FURNISHINGS

Generalization: The choice of housing is influenced by size of family, physical condition of family members, stage in family life cycle, important values of members, activities of family members and family resources.

Suggestions for using case studies:

Tell the students that they are real estate agents and that four families or individuals are "house hunting." How would they, as dependable real estate agents help these persons find homes to meet their human needs?

(1) First identify the human needs of each.
(2) What kind of homes would best meet the needs of each family?
(3) What things do you think you would need to know more about before you can make recommendations?

Case Study No. 1

Beverly White, a legal secretary, is ready for her first job. She's thrilled with the idea of living in the largest city in North Dakota. She's packed all her clothes, typewriter, sewing machine, radio and stereo in her car. She's all set except for a place to live.

Beverly is a quiet girl, she prefers a few close friends to a large circle of them.

She enjoys reading and caring for house plants. She also enjoys sewing her own clothes.

Case Study No. 2

Mr. and Mrs. Hanson have just celebrated their 50th wedding anniversary. They were able to have "open house" for this special occasion in their large ten-room home.

Mr. Hanson is retired from his job and Mrs. Hanson feels that the care of the large home is too great for her.

They love to entertain graciously and have children who, with their families, live only about an hour's drive away.

Mr. Hanson and his wife have traveled and enjoy traveling very much.

Case Study No. 3

Tom and Mary Peterson were married three years ago; both graduated from college. Mary taught Spanish before Billy, now a year old, was born. Tom has taught industrial arts for three years.

Tom and Mary both grew up on a farm. They like the freedom of country life and enjoy hunting and fishing.

Mary enjoys sewing, knitting and ceramic work when she's not busy trying to keep these things from Billy's exploring hands and feet.

Tom and Mary enjoy a busy life. They get together with other young families often.

Case Study No. 4

John and Mary Jones, both in their forties, live in St. Paul, Minnesota. John has been promoted so they must move to a new location near his job. John and Mary are happy since the transfer will not only increase his yearly salary to $10,000 but the warm climate of the new location will be good for Mary's arthritis which has stiffened her knees considerably.

Since Mary isn't able to participate in physically active hobbies, they have become avid bridge players.

John and Mary do not have any children.

"JAMIE LEARNS A LESSON IN TIME MANAGEMENT"

Situation: Jamie had been home all day on Saturday. Immediately after breakfast, even though she knew that folding the clothes in the dryer was her job, she went back to bed. She thought, of course, that she would only catch a short nap; but the first thing she knew was when she heard her Mother's voice say, "Come on to lunch." Lunch! Golly, she had to be at band practice by 1:00 p.m. Only one hour! Oh dear--clothes to fold, bed to make, room to straighten, not to mention that it always took Jamie an hour to get ready. She always took great pains with her appearance.

Key Questions:

1. What is Jamie's problem?

2. List the possible solutions to her problem.

3. Discuss the probable results of each alternative.

4. Identify the most desirable solution.

5. Write an ending to the situation in which the selected alternate is carried through and evaluated.

6. What future advice would you give Jamie?

"SALES CREDIT CHART"

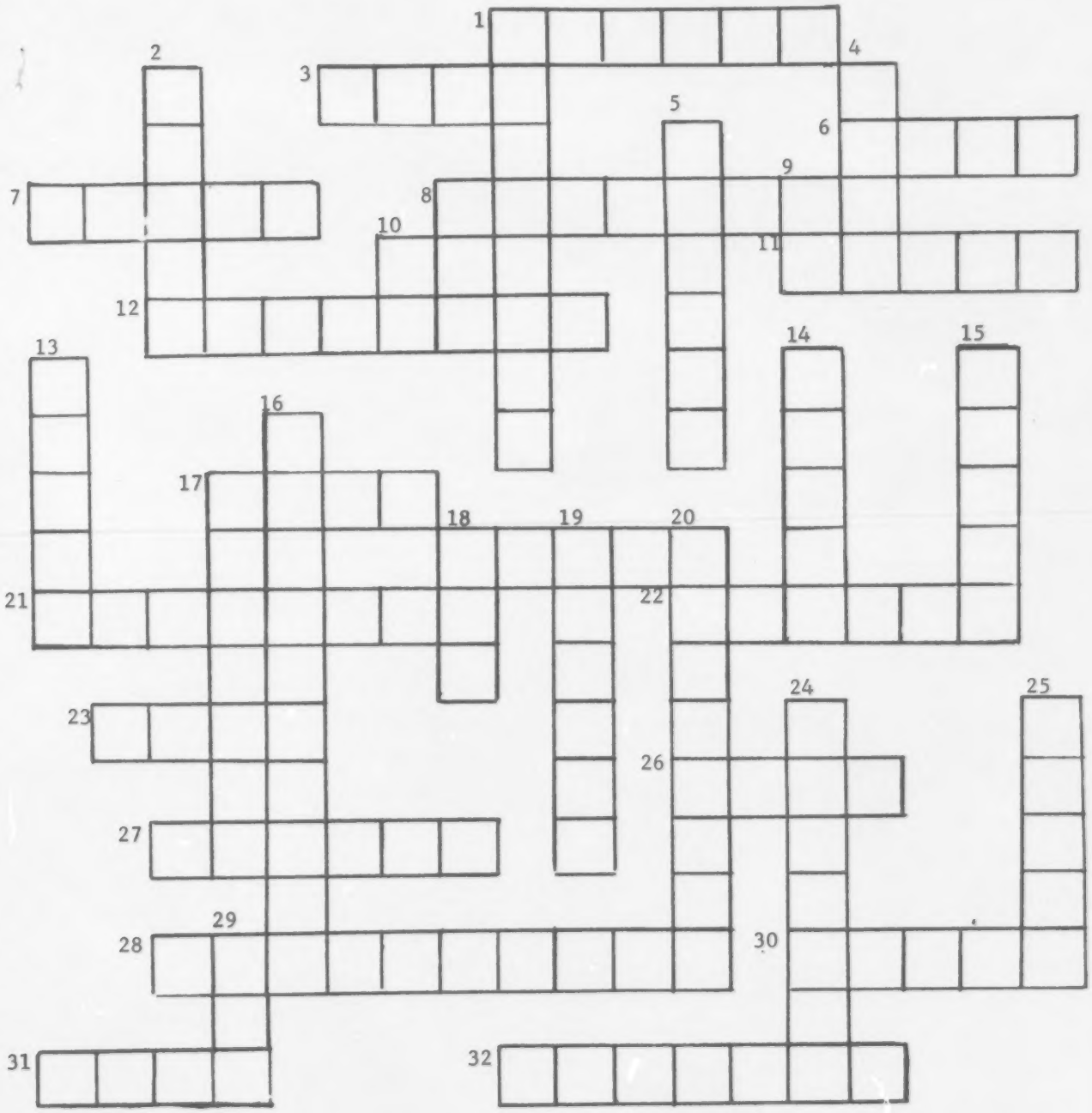
Types of Sales Credit	Main Features	Relative Cost	Purpose Best Suited	Guide for Use
Regular Charge Account				
Revolving or open-end charge Account				
Installment Plan or, Time Payment				

"HOW'S YOUR S.Q.? (shopping quotient)"

Directions: Read the questions and check the response on the right which best describes your shopping habits.

Do I:	Seldom	Sometimes	Often
1. buy an item because of a TV ad?			
2. buy clothing to be "like everyone else?"			
3. pay any attention to billboard ads?			
4. buy some items just because it makes me feel good?			
5. buy certain brands from force of habit?			
6. recognize the main purpose of advertising?			
7. plan for the spending of my money (budget)?			
8. buy on the impulse?			
9. have trouble deciding what I want to buy?			
10. keep a record of how I spend my money?			
11. save money regularly?			
12. read labels before buying?			
13. know what a warranty is?			
14. buy on a friend's recommendation?			
15. compare price and quality when I shop?			

"MANAGEMENT-CONSUMER EDUCATION CROSSWORD PUZZLE"



ACROSS

1. To set down in writing
3. An equal resource for all
6. A type of charge account
7. A step in a development process
8. One who purchases and uses goods and services
11. A developed ability
12. A rule for measuring extent, value, or quality
17. A job to be done
18. An act of deception
21. Returning an item for another
22. An intangible resource
23. A part one plays
26. A decision involving little thought
27. That which permits present use of future income
28. An inner drive
30. Specific aims or objective
31. A person between 13-19
32. Time which is free of obligation

DOWN

1. An available means
2. Detailed programs for action
4. Employment
5. A plan for spending
9. Used to form the plural of most words
10. Appeals to one to buy a particular product
13. The cost for which something is attained
14. An ideal or principle important to one
15. A tangible resource
16. A mental process by which one uses his resources to achieve a goal
18. A fixed charge
19. To achieve
20. Necessary when more than one alternative is available
24. One who plans, carries through and evaluates
25. Wishes
29. To possess

KEY

ACROSS

1. Record
3. Time
6. Open
7. Stage
8. Consumer
11. Skill
12. Standard
17. Task
18. Fraud
21. Exchange
22. Energy
23. Role
26. Snap
27. Credit
28. Motivation
30. Goals
31. Teen
32. Leisure

DOWN

1. Resource
2. Plans
4. Work
5. Budget
9. Es
10. Ad
13. Price
14. Value
15. Money
16. Management
18. Fee
19. Attain
20. Decision
24. Manager
25. Wants
29. Own

"UNIT DEFINITIONS – PRE AND POST TEST"

Directions: The following terms are a part of the vocabulary for the Comprehensive II Unit, "Teen's Role in Family Decisions." In the first column, write the definition of each term listed as you now understand it. Copy the terms in your notebook to review throughout the unit. You will again be given this sheet at the end of the unit when you will re-write the definitions. You will not be graded on the first definition, but you may be graded on the second.

Term	First Definition	Second Definition
Home Management		
Satellite Decision		
Life Style		
Evaluation		
Dove-tailing		
Gross Income		
Credit Union		
Contract		
Consumer		
Dual role		
Installment Plan		
Patriarchal		
Balloon Clause		
Priorities		

"CHOOSING A LENDING INSTITUTION"

Directions: Place the letter by each statement corresponding to the source of credit which is best described by the statement.

_____ 1. offers large home mortgage

_____ 2. charges highest rate of interest

_____ 3. largest single source of consumer credit

_____ 4. makes loans only to members

_____ 5. offers unsecured installment loans

_____ 6. came into existence to curb illegal money lenders

_____ 7. often assumes very high risk

_____ 8. loans do not have to be paid back under circumstances

_____ 9. low operating cost and tax-exempt

_____10. limited by law in the amount of the loan

_____11. self-help association of people who have a common bond

a. Credit Union

b. Small Loan Co.
or
Consumer Finance Co.

c. Commercial Bank

d. Savings and Loan Association

e. Life Insurance Co.

OPERATIONAL PROCEDURES FOR FIELD VISITS

1. Discuss visits and obtain approval of the school administrators and the parents.

2. Contact the place to be visited–time of arrival, length of visit, purpose of the visit and information desired by students and teacher. Make arrangements for transportation.

3. Prepare students for the field visit thoroughly - assign research and reading regarding places to be visited.

4. Talk with other subject matter teachers to obtain approval of visits. Work together to help students utilize visit to supplement learnings from other subjects.

5. Emphasize importance of students doing assignments for other subjects to compensate for time away from class.

6. Plan visit so that students rotate observations in small, orderly groups so as to learn from at least four different occupations.

7. Discuss with students details such as costs involved, meals, etc., appropriate clothing and acceptable behavior during the field visit.

8. Show appreciation to persons visited both during and following visits.

9. Help students develop traits of responsibility, cooperation, courtesy and memory of names to aid in current and future relationships.

10. Emphasize to students, parents, faculty and others that the purpose of the visits is <u>not</u> to learn about the jobs themselves. The primary purpose is to learn how people in most jobs constantly interact with many different persons simultaneously. Therefore, the more the students learn to get along with each other successfully now and in the future, the better prepared they will be for the world of work.

A SALESCLERK INTERACTS WITH

87

91

To be used with 8th Grade Unit—Pers. & Fam. Dev.

APPENDIX XX

92

OBSERVATION RECORD

Name _____ Date _____

I. Name of place visited:

II. Specific jobs observed:

_____

_____

_____

_____

III. Personal names of persons interviewed to learn ways they work at getting along with others:

IV. What evidences did you observe of someone's interacting with more than one person or groups of persons?

V. Was there a particular trait or characteristic which you felt was outstanding in the persons observed? If so, describe:

VI. List assignments for other classes which are to be carried out on the visit:

1.
2.
3.
4.
5.

94

A CLUB CAN HELP YOU

1. FEEL SECURE
2. DEVELOP RESPONSIBILITY
3. MAKE FRIENDS
4. BECOME A LEADER
5. HAVE FUN
6. DEVELOP PERSONALITY

95

WHY WORK???

Name _____

Directions: Read the list of needs for a man or a woman to work. Place a check (✓) next to this need if this is why you (or your wife) would work as a student, as a wife or mother, or as the head of a family.

NEEDS	AS STUDENT (now)	AS WIFE	AS MOTHER	AS HEAD OF FAMILY
1. To support the family completely.				
2. To add to the family's income in order to buy what the family needs.				
3. To add to the family's income in order to decrease the family's worry about money.				
4. To add to the family's income in order to have more things which are not really needed.				
5. To have income for yourself which you can spend as you like.				
6. To get away from home.				
7. To use a special training which is in demand.				
8. Everyone else does it.				
9. To not be lonely.				
10. To have something interesting to do.				
11. To do something that you like.				
12. Others: (list)				

98 the END